

Knowledge Organiser

Year 11

Term 3

CONTENTS

- English **P.3-4**
- Literacy **P.5-6**
- Maths **P.7-12**
- Science **P.13-20**
- History **P.21-25**
- Geography **P.26-27**
- Art **P.28-30**
- Sport Science **P.31-36**
- R.E **P.37**
- Drama **P.38-39**
- Dance **P.40-47**
- Business **P.48-53**
- IT **P.54-55**
- Media **P.56**
- MFL **P.57-64**
- Child Development **P.65-66**
- Health and Social Care **P.67-68**
- 3D Design **P.69-71**
- PSHE **P.72**

BIG QUESTIONS

How will I be assessed
for my creative writing?

What can I do to
improve my SPaG?

What makes a piece of
creative writing
interesting?

How do I plan a
narrative?

How do I plan a piece of
descriptive writing?

How do I upgrade my
vocabulary?

How do I use language
techniques in my
writing?

How do I vary my
punctuation?

What can I do to create
tone?

What do the questions look like?

You will be given the choice of two question prompts between either two narratives or a narrative and a descriptive. One of the prompts will be accompanied by a picture to give you an idea of setting or focus. For example:

Some useful vocabulary

whisper	tiptoe	glance
bawl	hasten	gaze
joke	hop	peer
demand	clamber	spot
rage	dart	seek
groan	race	observe
jabber	scurry	witness
agree	sprint	gape
wail	gallop	glimpse
beg	shuffle	glare
respond	stroll	watch
shriek	strut	spy
thunder	trudge	snoop

Vary your punctuation

Q5: Your school magazine will be publishing a collection of creative writing written by students.

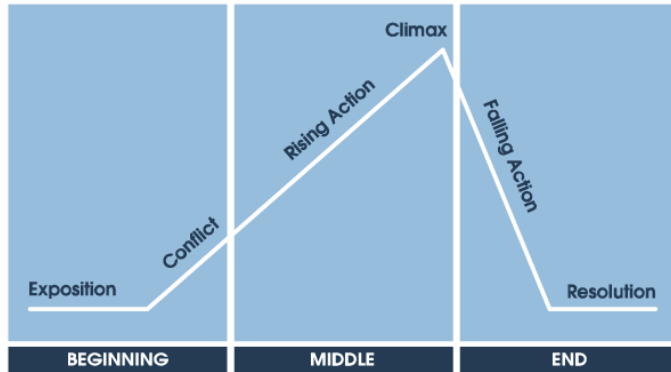
EITHER: Write a description as suggested by the picture:



OR: Write a short story about a celebration.

Full Stop • Use full stops at the end of a sentence or abbreviation.	Question Mark ? Use question marks at the end of a question instead of a full stop.	Quotation Marks “ ” Use quotation marks for direct quotations or to show spoken words.	Apostrophe ' Use apostrophes in contractions and to show possession.
Comma , Use commas to separate clauses in complex sentences and separate items in a list or before a speech mark.	Ellipsis ... An ellipsis can be used to show words that have been missed out of a quotation or informally to show an incomplete sentence.	Exclamation Point ! Use exclamation points at the end of an exclamation.	
Colon : A colon can be used to introduce a list and before a final clause that explains something in the sentence.	Parentheses () Use parentheses around an inserted comment, aside, explanation or additional information.	Semicolon ; Use a semicolon to join two independent clauses that are not connected with a conjunction.	

How do I plan my writing?



Narrative

Exposition – Introduce the setting and/or characters

Conflict – Introduce a problem

Rising Action – The problem becomes worse

Climax – The problem reaches its worst point

Falling Action – The action begins to calm down

Resolution – The story ends either with a cliffhanger or a firm ending.

Descriptive

- Establish a mood using the weather and atmosphere
- Move down/up the image, focusing on a different detail for each paragraph.
- Write in third person, as a narrator and not a character.
- Do not include characters or action in a description.



Helpful hints

- Keep your tone consistent throughout:** Do not use similes which suggest a light and playful atmosphere after you have just spent 15 minutes making the scene sound creepy.
- Describe the setting and location. Avoid action:** The easiest way to gain marks in this section of the paper is to describe in detail using techniques. Too much action will deviate from this description.
- Use a variety of structural features:** Flashbacks or deep thoughts of the protagonist work well.
- Keep to one or two characters:** You should concentrate on saying a lot about very little. Fuller descriptions of one/two character(s) is best.

Homework Links

- Use GCSEPod Pass4English to improve your SPaG and upgrade your vocabulary.
- Answer practise questions under exam conditions.
- Read a range of fiction texts like short stories.
- Watch a variety of short films to get ideas about structuring.
- Practise creating stock characters to use in your writing.

Key Vocabulary

Use your vocabulary banks in your workbooks.



Sentence Structures

1. **Independent Clause:** A clause that can stand alone as a sentence. E.g. The cat sat on the mat.
Contains a subject and a verb.
2. **Subordinate Clause:** A clause that depends on an independent clause to make sense. E.g. Without turning around, the cat sat on the mat.
3. **Simple Sentence:** Contains just one clause (subject + verb) E.g. Tom went to the shops.
4. **Compound Sentence:** Independent Clause + Conjunction (FANBOYS) + Independent Clause (For, And, Nor, But, Yet, So) E.g. Tom went to the shops and he bought some bread.
5. **Complex Sentence:** Contains one main clause and one or more subordinate clause/s. E.g. Although it looked difficult, they still pushed on with the challenge.
6. **Exclamatory:** A sentence that shows great emotions. E.g. I am appalled by your behaviour!
7. **Imperative:** A sentence that gives commands. E.g. Get out!
8. **Interrogative:** A sentence that asks a question (not rhetorical questions). E.g. How much is that?
9. **Declarative:** A sentence that makes a declaration. E.g. She sells sea-shells.

Paragraphs



Ti...you move to a new period of time

P ... you move to a different place/location

To ... you move from one topic to another

P ... you bring a new person into your writing, or change from one person to another - including dialogue (speech)

Homophones: words that sound the same but have different meanings

1. **Their** - means it belongs to them. E.g. I ate their sweets.
2. **They're** - short for they are. E.g. They are going to be cross.
3. **There** - refers to a place. E.g. I'm going to hide over there.
4. **Your** - refers to something that belongs to you. E.g. Your bag.
5. **You're** - contraction of 'you are.' E.g. You're going to win.

Sentence Openers

Adverbs Quickly, Carefully, Bravely, Quietly, Slowly, Suddenly, Happily,
Describe how something is being done.

Connectives Instead, Soon, Unless, Before, Eventually, While, However
Show a consequence or a sense of time.

Adjectives Happy and cheerful, Sweet and kind, Scared but excited, Tired and weary,
Pair two describing words together with 'and' or 'but'.

Relative Pronouns Which, That (animals and things), Who (people)
Words that relate to a noun.

Use a range of punctuation. () ... ! ;

Prepositions Inside, Next to, Above, Hidden in, Behind, Under, Past
Tells us where something is.

Ing Words Eating, Crying, Thinking, Laughing, Shouting, Smiling,
Says what the character is doing.

Ed Words Worried, Defeated, Scared, Flabbergasted, Shocked,
Describes how a character is feeling.

Punctuation

- **Full stops:** remember to use a full stop at the end of every sentence.
- **Capital Letters :** make sure every name of something has a capital letter. *E.g. California has a capital letter. Also, make sure every new sentence starts with a capital letter.*
- **Apostrophes:** you can use apostrophes to connect certain words together. *E.g. It is = It's OR to express belonging or property = John's phone*
- **Exclamation marks:** used to end a sentence to show a strong feeling of emotion like surprise, anger, or shock. *E.g. I'm so frightened!*
- **Ellipses:** used to show an omission of words, a pause in thought or to create suspense. *E.g. Suddenly, there it was ... his worst nightmare.*
- **Colons:** used to precede lists or explanations. *E.g. I went to the store and bought a lot of fruit: peaches, apples, oranges and pears. Sarah wrote a story: The Hungry Fish.*
- **Semi Colons:** used to join two related independent clauses. *E.g. We made too many mistakes; we lost the game. Also, use a semi-colon instead of a comma, usually in a list. E.g. You will need many backpacking items: a sleeping bag; torch ; tent ; and pillow.*
- **Hyphens:** you can use hyphens for a number of reasons.
 - To separate sentences with added information e.g. *I enjoy English – as well as Maths.*
 - To indicate periods of time. *E.g. 2000-2006.*
 - To form hyphenated words. *E.g. self-respect.*
 - To create emphasis. *E.g. Mum loves seafood – she absolutely adores seafood.*
- **Brackets:** use brackets to indicate added information. The sentence should still make sense when removed. *E.g. I did my homework, (it took me twenty minutes) and brought it in early.*

The 7 Main Commas Rules

- 1.) Use a comma before a conjunction, (and, but, nor, yet, or, so), to connect two independent clauses.
E.g. I had an English test last night, so I revised.
- 2.) Use a comma to set off an opening phrase.
E.g. As such, I feel there is much I can learn.
- 3.) Use a comma when using quotes to separate the quote from the rest of the sentence.
E.g. Like Bob Johnson said, "It's a great day for hockey".
- 4.) Use a comma to separate adjectives in a descriptive list.
E.g. The pizza was hot, delicious and freshly cooked.
- 5.) Use a comma to separate three or more things in a series.
E.g. Of Charles Dickens' novels, I have read "A Christmas Carol", "Oliver Twist", and "Great Expectations".
- 6.) Use a comma with phrases that present a contrast.
E.g. Learning about Hemingway can be highly advantageous for students, not only in their secondary school studies, but also in their future careers.
- 7.) Use a comma to set off a parenthetical element (added information that can be taken out without changing the meaning of the sentence).
E.g. Now, many years after their time, we as a country are faced at the starting ground where these men once were.



Subject: Mathematics

Topic: Recall Knowledge

Year / Group: GCSE F/H
Term: 1-6

Areas

Rectangle = $l \times w$	
Parallelogram = $b \times h$	
Triangle = $\frac{1}{2} b \times h$	
Trapezium = $\frac{1}{2} (a + b)h$	

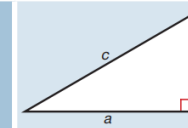
Volumes

Cuboid = $l \times w \times h$	
Prism = area of cross section \times length	
Cylinder = $\pi r^2 h$	
Volume of pyramid = $\frac{1}{3} \times$ area of base $\times h$	

Pythagoras

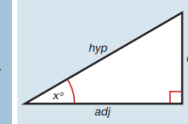
Pythagoras' Theorem

For a right-angled triangle,
 $a^2 + b^2 = c^2$



Trigonometric ratios (new to F)

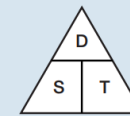
$\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$



Compound measures

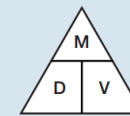
Speed

speed = $\frac{\text{distance}}{\text{time}}$



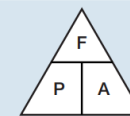
Density

density = $\frac{\text{mass}}{\text{volume}}$



Pressure

pressure = $\frac{\text{force}}{\text{area}}$

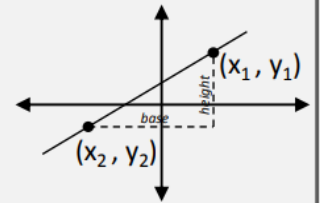


Gradient of a Line

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

or

$$m = \frac{\text{height}}{\text{base}}$$



Midpoint of two points

between (x_1, y_1) and (x_2, y_2) $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$

Compound Growth & Decay

The amount after n years (or days, etc.) is:

$$\text{starting amount} \times \left(1 \pm \frac{r}{100} \right)^n$$

where r is the rate of change.

The \pm means + for growth and - for decay

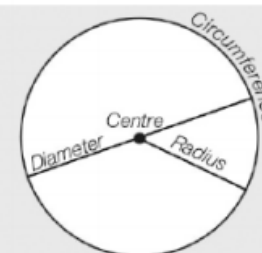
Literacy In Maths	Command Words
Evaluate ...	Work out and write your answer
Work out ...	Working out is required
Calculate ...	Working out is required. A calculator may be needed.
Solve ...	Work out the values
Prove ...	All working must be shown in steps to link reasons and values.
Expand...	Multiply out of the brackets
Draw...	Draw accurately with a pencil and equipment.
Explain ...	Use words to give reasons
Factorise	The reverse process of expanding brackets. Remove the HCF.
Estimate	Work out an approximate answer using rounded values.

Circles

Circumference = $\pi \times \text{diameter}$, $C = \pi d$

Circumference = $2 \times \pi \times \text{radius}$, $C = 2\pi r$

Area of a circle = $\pi \times \text{radius squared}$, $A = \pi r^2$



Area of a Sector

$$A = \frac{\theta}{360^\circ} \times \pi r^2$$

Length of an Arc

$$A = \frac{\theta}{360^\circ} \times \pi d$$

Set Notation

$A \cup B$

Union: in A or B (or both)

$A \cap B$

Intersection: in both A and B

$$P(A \text{ or } B) = P(A) + P(B)$$

$$P(A \text{ and } B) = P(A) \times P(B)$$

BIG QUESTIONS

What existing knowledge do you revisit to extend my Geometry skills?

What are the circle formulae and how can we apply them to other shapes?

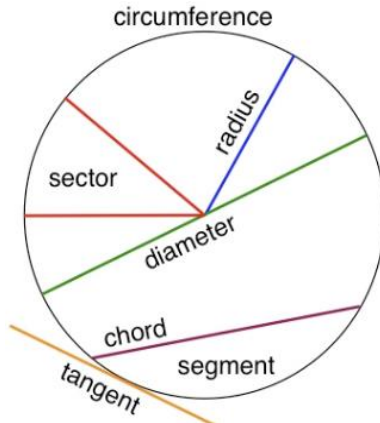
How can you use your algebra knowledge to apply the formulae for cones, pyramids, and spheres?

How do Similarity and Congruence differ?

Sparx Maths

U351, U993,
U786, U174,
U426, U929,
U771, U604,
U950, U221,
U464, U915
U523

Circles

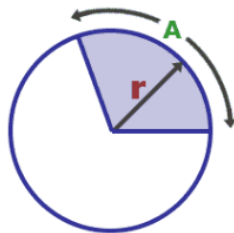


$$\text{Circumference} = \pi \times d$$

$$\text{Arc length} = \frac{\theta}{360} \pi d$$

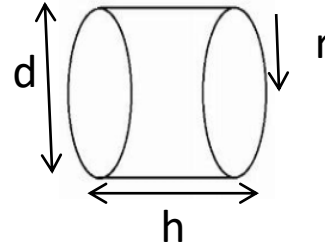
$$\text{Area} = \pi r^2$$

$$\text{Area of a sector} = \frac{\theta}{360} \pi r^2$$



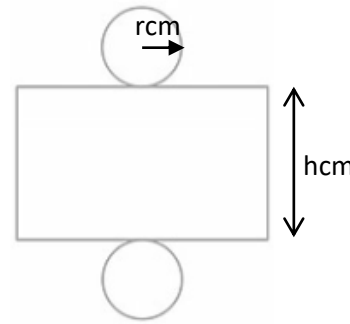
Cylinders

A **cylinder** is a **prism** with the cross section of a circle.

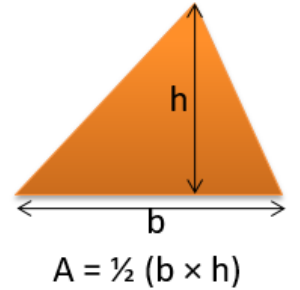
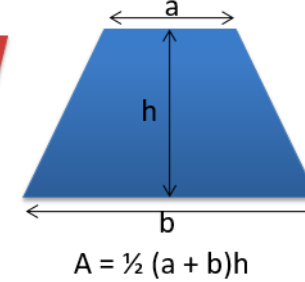
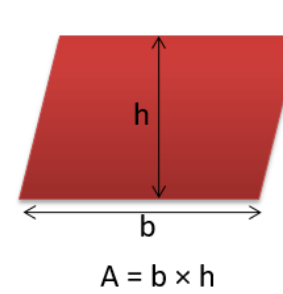


The **volume** of a cylinder is calculated by $\pi r^2 h$ and is the space inside the 3D shape

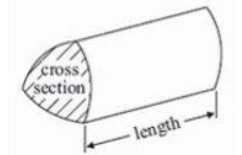
The **surface area** of a cylinder is calculated by $2\pi r^2 + \pi dh$ and is the total of the areas of all the faces on the shape.



Area Formulae



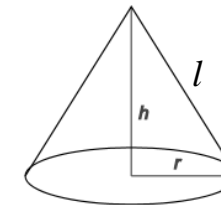
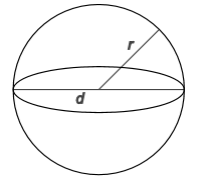
Prism Volume = Cross section area x length



Spheres and Cones

$$\text{Volume of a sphere} = \frac{4}{3} \pi r^3$$

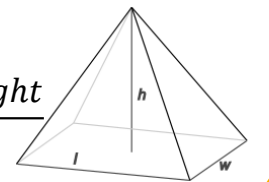
$$\text{Surface area of a sphere} = 4\pi r^2$$



$$\text{Volume of a cone} = \frac{\pi r^2 h}{3}$$

$$\text{Surface area of a cone} = \pi r^2 + \pi r l$$

$$\text{Volume of a pyramid} = \frac{\text{base area} \times \text{height}}{3}$$

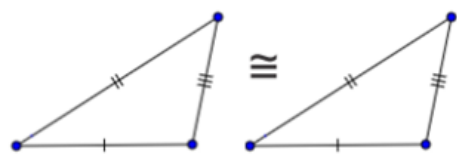


Key Concepts

Congruent triangles are triangles that have the **same size and shape**. This means that the corresponding sides are equal and the corresponding angles are equal.

There are four rules of congruency that prove whether a triangle is congruent or not.

Examples



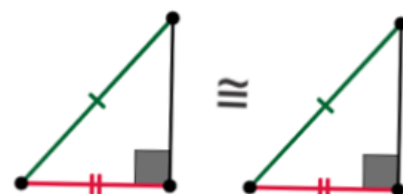
SSS = 3 sides on triangle A are equal to those on triangle B



SAS = 2 sides with the included angle on triangle A are equal to those on triangle B



ASA = 2 angles with the included side on triangle A are equal to those on triangle B



RHS = When the hypotenuse and another side on triangle A are equal to those on triangle B

Similarity and Congruence

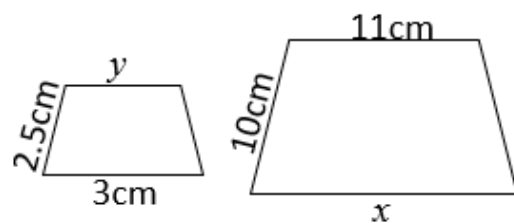
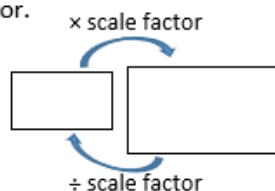
Key Concepts

Similar shapes are an enlargement of one another.

A **scale factor** is used, whereby all lengths are multiplied by the same number.

When finding a missing length on the larger shape we **multiply** by the scale factor.

When finding a missing length on the smaller shape we **divide** by the scale factor.



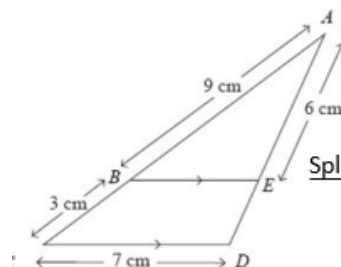
$$\text{Scale factor} = \frac{10}{2.5} = 4$$

$$x = 3 \times 4$$

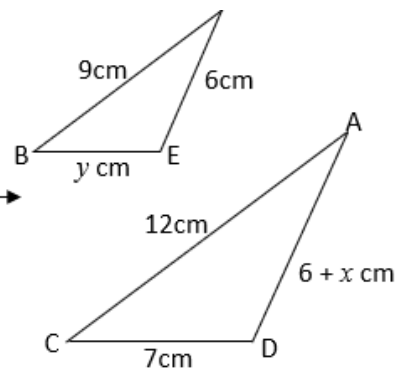
$$= 12\text{cm}$$

$$y = 11 \div 4$$

$$= 2.75\text{cm}$$



Split the diagram



$$\text{Scale factor} = \frac{12}{9} = \frac{4}{3}$$

$$\begin{aligned} x + 6 &= 6 \times \frac{4}{3} \\ x + 6 &= 8 \\ x &= 8 - 6 \\ x &= 2\text{cm} \end{aligned}$$

$$\begin{aligned} y &= 7 \div \frac{4}{3} \\ &= 5.25\text{cm} \end{aligned}$$

Homework Links

Sparx Maths

[MathsGenie.co.uk/GCSE](https://www.mathsgenie.co.uk/GCSE)

[Corbettmaths.com/contents](https://www.corbettmaths.com/contents)

[bbc.co.uk/bitesize/subjects](https://www.bbc.co.uk/bitesize/subjects)

Key Vocabulary

Radius

Circumference

Sector

Volume

Surface Area

Perimeter

Compound

Perpendicular

Sector

Congruent

Similar

Scale factor

Linear

BIG QUESTIONS

How can we apply our knowledge of algebraic manipulation to expressions involving powers and fractions?

What is a function and how do they allow you to explore more advanced algebraic concepts?

Why are the representations of even and an odd numbers the key to a great number of proofs?

Sparx Maths

U281, U707,
U437, U294,
U178, U858,
U325, U556

Changing Subject

Rearranging an equation:

Working with inverse operations to isolate a highlighted variable.

In rearranging we **undo the operations** starting from the last one.

Surds

A surd can be written within a fraction. However, we do not want an irrational number on the denominator of a fraction therefore we must rationalise it.

To rationalise a surd we can multiply it by itself.

Rearrange to make m the subject:

$$m(r + p) = r(h - m)$$

expand **expand**

$$mr + mp = rh - mr$$

+mr **+mr**

$$2mr + mp = rh$$

factorise **factorise**

$$m(2r + p) = rh$$

÷ (2r + p) **÷ (2r + p)**

$$m = \frac{rh}{2r + p}$$

Rearrange to make v the subject :

$$\frac{1}{f} + \frac{1}{u} = \frac{1}{v}$$

× v **× v**

$$\frac{v}{f} + \frac{v}{u} = 1$$

× f **× f**

$$v + \frac{fv}{u} = f$$

× u **× u**

$$uv + fv = fu$$

factorise

factorise

$$\begin{aligned} v(u + f) &= fu \\ \div (u + f) \quad \div (u + f) \\ v &= \frac{fu}{u + f} \end{aligned}$$

Rationalise $\frac{1}{\sqrt{5}}$

$$\frac{1}{\sqrt{5}} \times \frac{\sqrt{5}}{\sqrt{5}} = \frac{\sqrt{5}}{5}$$

Rationalise $\frac{5}{2\sqrt{3}}$

$$\frac{5}{2\sqrt{3}} \times \frac{\sqrt{3}}{\sqrt{3}} = \frac{5\sqrt{3}}{2 \times 3} = \frac{5\sqrt{3}}{6}$$

Rationalise $\frac{2+\sqrt{3}}{\sqrt{5}}$

$$\frac{2 + \sqrt{3}}{\sqrt{5}} \times \frac{\sqrt{5}}{\sqrt{5}}$$

$$= \frac{\sqrt{5}(2 + \sqrt{3})}{5}$$

$$= \frac{2\sqrt{5} + \sqrt{15}}{5}$$

Rationalise $\frac{2+\sqrt{3}}{3-\sqrt{5}}$ $\times \frac{3+\sqrt{5}}{3+\sqrt{5}}$

Change the sign

$$= \frac{(2 + \sqrt{3})(3 + \sqrt{5})}{(3 - \sqrt{5})(3 + \sqrt{5})}$$

$$= \frac{6 + 3\sqrt{3} + 2\sqrt{5} + \sqrt{15}}{9 - 3\sqrt{5} + 3\sqrt{5} - 5}$$

$$= \frac{6 + 3\sqrt{3} + 2\sqrt{5} + \sqrt{15}}{4}$$

Algebraic Fractions

To simplify any algebraic fraction we must have a **common term** on the numerator and the denominator.

This will then allow us to **divide through by this term**.

To **multiply** or **divide** algebraic fractions we use the **same principles** as when we calculate with **numerical fractions**.

Simplify: $\frac{x^2 + 5x}{x^2 + 7x + 10}$

Factorise the numerator and denominator...

$$\frac{x(x + 5)}{(x + 2)(x + 5)}$$

There should be a repeated term on the numerator and the denominator which can be divided through to leave...

$$\frac{x}{(x + 2)}$$

Simplify: $\frac{x^2 + 5x + 6}{4} \times \frac{2}{x + 2}$

$$\frac{2(x^2 + 5x + 6)}{4(x + 2)}$$

Factorise...

$$\frac{2(x + 3)(x + 2)}{4(x + 2)}$$

Divide through by $(x + 2)$ to leave...

$$\frac{2x + 6}{4} = \frac{x + 3}{2}$$

Proof

We can represent numbers in a general form – if we state that n is an integer.

Even numbers are represented by $2n$
This is because if we multiply any integer by 2 then it has an even answer.

Odd numbers are represented by: $2n + 1$
This is because if we multiply any integer by 2 then it has an even answer, but then by adding on 1 we make it odd.

Consecutive numbers are numbers which are next to each other. They can be represented by: $n, n + 1, n + 2 \dots$
This is because to get to any next number in a consecutive sequence we simply add on one to the previous term.

Prove:

$(n + 4)^2 - (n + 2)^2$ is always a multiple of 4 for all positive integers of n .

$$\begin{aligned} &(n + 4)^2 - (n + 2)^2 \\ &\quad \text{Expand} \\ &(n^2 + 8n + 16) - (n^2 + 4n + 4) \\ &\quad \text{Simplify} \\ &4n + 12 \\ &\quad \text{Factorise} \\ &4(n + 3) \end{aligned}$$

Because 4 is a factor then the original expression must always be a multiple of 4.

Prove that the sum of any three consecutive even numbers is always a multiple of 6:

Term 1: $2n$
Term 2: $2n + 2$
Term 3: $2n + 4$

$$\begin{aligned} &2n + 2n + 2 + 2n + 4 \\ &\quad \text{Simplify} \\ &6n + 6 \\ &\quad \text{Factorise} \\ &6(n + 1) \end{aligned}$$

6 is a factor so the original expression must always be a multiple of 6.

An algebraic fraction can be set equal to a value. When this occurs we are able to **solve the equation** and find out the **value of the unknown term**.

If two algebraic fractions are involved we combine them to make one using the rules of the four operations of fractions.

Solve: $\frac{x}{x - 3} + \frac{4}{x + 2} = 2$

Add the fractions by finding a common denominator...

$$\frac{x(x + 2) + 4(x - 3)}{(x - 3)(x + 2)} = 2$$

Expand your brackets and simplify...

$$\frac{x^2 + 6x - 12}{x^2 - x - 6} = 2$$

Multiply both sides by the denominator...

$$x^2 + 6x - 12 = 2x^2 - 2x - 12$$

Rearrange to have the equation equal zero...

$$x^2 - 8x = 0$$

Solve the quadratic ...

$$x(x - 8) = 0$$

$$x = 0 \quad x = 8$$

Functions

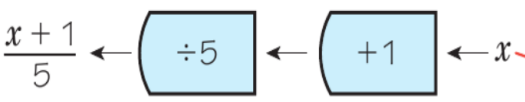
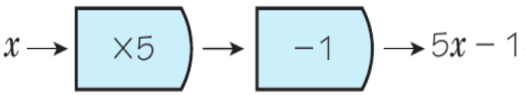
A function is a rule for working out values of y for given values of x .
For example, $y = 3x$ and $y = x^2$ are functions. The notation $f(x)$ is read as 'f of x'. f is the function.
 $f(x) = 3x$ means the function of x is $3x$.

fg is a composite function. To work out $fg(x)$, first work out $g(x)$ and then substitute your answer into $f(x)$.

The inverse function reverses the effect of the original

Example 7

Find the inverse function of $x \rightarrow 5x - 1$

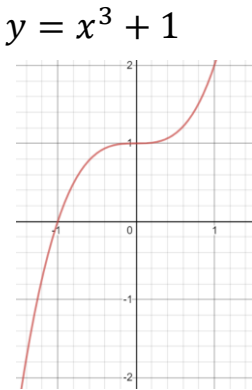
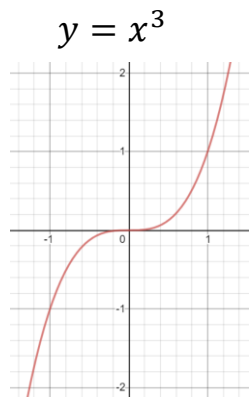


The inverse function of $x \rightarrow 5x - 1$ is $x \rightarrow \frac{x + 1}{5}$

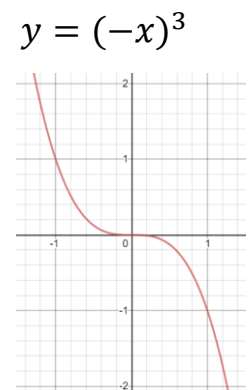
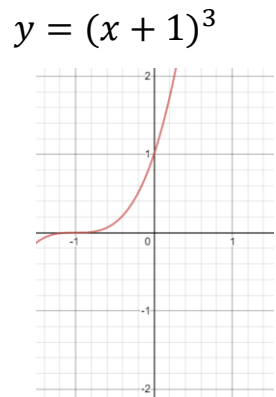
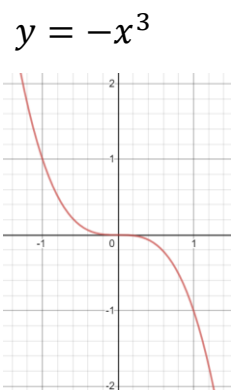
$f^{-1}(x)$ is the inverse of $f(x)$.

Functions can be transformed using these rules:

	Description of change	Change in x coordinate	Change in y coordinate
$f(x) \pm a$	Translates the graph in y direction	No change	$+a$ shifts up by a $-a$ shifts down by a
$f(x \pm a)$	Translates the graph in x direction	$+a$ shifts left by a $-a$ shifts right by a	No change
$-f(x)$	Reflection in the x axis	No change	Changes the sign
$f(-x)$	Reflection in the y axis	Changes the sign	No change



The graph of $y = x^3$ can be transformed by each of the following functions.



Homework Links

Sparx Maths

MathsGenie.co.uk/GCSE

Corbettmaths.com/contents

bbc.co.uk/bitesize/subjects

Key Vocabulary

- Subject
- Factorise
- Surd
- Rationalise
- Denominator
- Function
- Composite
- Inverse

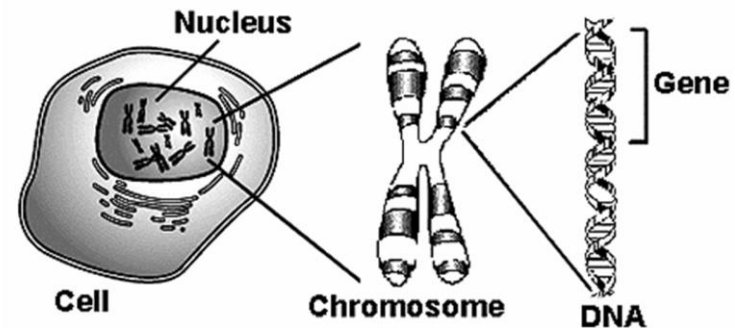
1. INHERITANCE KEY FACTS

Key term/question	Definition/answer
1. What is DNA?	A polymer made of two strands forming a double helix
2. What is a Chromosome?	A long molecule of coiled DNA
3. What is a gene?	Short sections of DNA coding for a sequence of amino acids
4. Genome	The entire set of genetic material in an organism
5. Importance of genome research (3)	1. Search for genes linked to different types of disease 2. Understanding and treatment of inherited disorders 3. Tracing human migration patterns from the past
6. What are sex cells called?	Gametes
7. Male human gamete	Sperm cell
8. Female human gamete	Egg cell (ovum)
9. Fertilisation	The fusing of the male and female gametes
10. Sexual reproduction	Producing offspring which are genetically different to parents
11. Asexual reproduction	Producing offspring which are genetically identical to the one parent
12. Meiosis	Cell divides twice to produce 4 genetically different gametes
13. Number of chromosomes in human body cells	46 individual (23 pairs)
16. Number of chromosomes in gametes	23 individual
17. Male sex chromosomes	XY
18. Female sex chromosomes	XX

Key term/question	Definition/answer
19. Alleles	An alternative version of a gene
20. What is a dominant gene?	Characteristics show if 1 copy of the dominant allele is present
21. What is a recessive gene?	Characteristics only show if 2 copies of the recessive allele are present
22. Homozygous	Both alleles for a gene are the same
23. Heterozygous	Both alleles for a gene are different
24. Genotype	Combination of alleles (e.g. Bb)
25. Phenotype	Characterises (e.g. brown eyes)

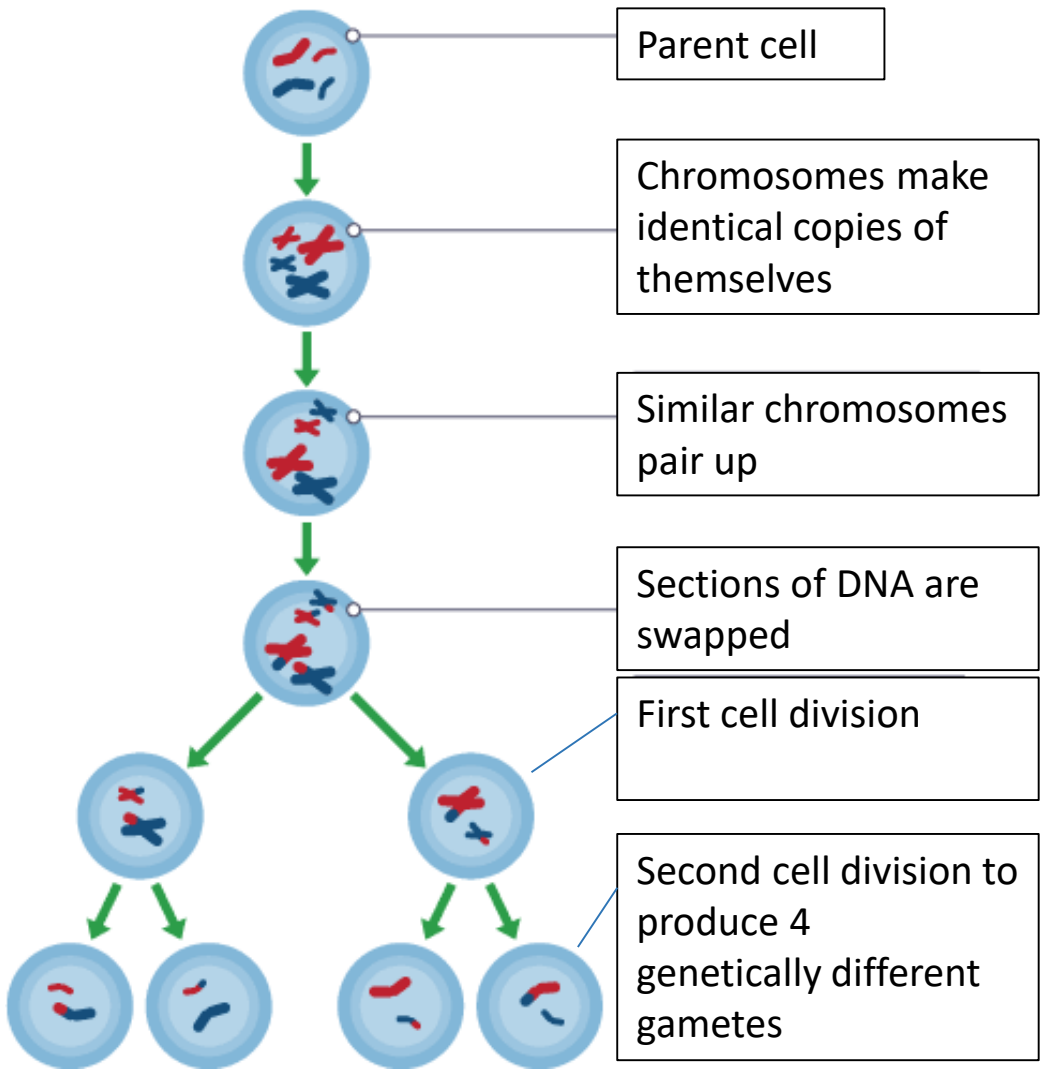
2. The organisation of genetic material in a cell

DNA is stored as long tightly wound strands called chromosomes, which is stored in the nuclei of cells. Each chromosome is split into sections called genes. A gene is a section of DNA which codes for a sequence of amino acids. We have now developed the technology to sequence an entire genome, which is an organisms complete set of genetic material.



3. Meiosis

Meiosis is the type of cell division that produces **gametes**. **Sex cells** are called gametes. The **male gametes** are **sperm cells**, and the **female gametes** are **egg cells**. During meiosis, a cell divides twice to produce **4 genetically different gametes**.



4. Comparing Mitosis and Meiosis

	Mitosis	Meiosis
Number or daughter cells produced	2	4
Variation in cells	Genetically identical to each other and parent cell	Genetically different to each other and parent cell
Number of chromosomes	46 individual (full set) 23 pairs	23 individual (half a set)
Purpose	Growth, repair, asexual reproduction	Produces gametes for sexual reproduction

5. Genetic Disorders

Key term/question	Definition/answer
26. Inherited disorder	Caused by a faulty allele that is passed on to offspring
27. Give two examples of inherited disorders	Polydactyly and cystic fibrosis
28. What is polydactyly?	Person is born with extra fingers or toes
29. Cause of polydactyly	Dominant allele
30. What is cystic fibrosis?	Cell membranes of lungs and pancreas secrete sticky mucus
31. Cause of cystic fibrosis	Recessive allele

6. Variation and Evolution

Key term/question	Definition/answer
32. Variation	Differences that exist between individuals
33. Genetic variation	Characteristics that are determined by genes inherited from parents (e.g. eye colour)
34. Environmental variation	Characteristics that are determined by the environment which the organism lives in (e.g. language)
35. Mutations	A change in an organism's sequence of amino acids , causing a change in their DNA
36. Evolution	Today's species have evolved from a simple life form that first started to develop over 3 billion years ago
37. Species	Organisms that reproduce to give fertile offspring
38. Speciation	Two populations of one species become so different in phenotype that they can no longer breed to produce fertile offspring. Two new species are formed.
39. Darwin's theory of evolution (3)	1. Individual organisms within a particular species show a wide range of variation for a characteristic. 2. Individuals with characteristics most suited to the environment are more likely to survive and to breed successfully. 3. These characteristics are then passed on to the next generation.
40. Today's theory of evolution by natural selection (4)	1. Phenotypes are controlled by genes. 2. New genetic variants arise from mutations. 3. Mutations can cause phenotypes better suited to an environment. 4. Beneficial genetic variants are passed on to offspring.

7. Evidence of evolution

Key term/question	Definition/answer
41.. Fossils	Remains of organisms from millions of years ago, preserved in the environment.
42. How do fossils form? (3)	1. From parts of organisms that have not decayed. 2. When parts of the organism are replaced by minerals as they decay. 3. Preserved traces of organisms, such as footprints, burrows and rootlet traces.
43. Why is there lack of evidence for how life began? (2)	1. Early organisms were soft bodied which completely decays. 2. Traces of early life have been mainly destroyed by geological activity (e.g. movement of tectonic plates)
44. Why do species become extinct? (5)	1. Habitat destruction 2. New predator is introduced 3. New pathogen is introduced 4. Outcompeted by another new species 5. Catastrophic event (e.g. volcanic eruption)
45. Antibiotic resistance	Bacteria evolve so they are not killed by antibiotics

8. Selective Breeding

Key term/question	Definition/answer
46. Selective breeding	Humans artificially select plants and animals to breed for particular genetic characteristics
47. What are the reasons for selective breeding? (4)	1. Disease resistance in food crops. 2. Animals which produce more meat or milk. 3. Domestic dogs with a gentle nature. 4. Large or unusual flowers.
48. Inbreeding	Closely related animals or plants are bred together , which makes them more prone to disease or inherited defects

9. Genetic Engineering

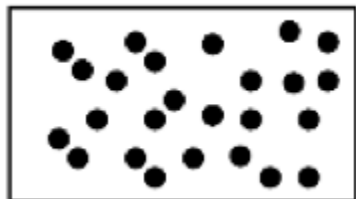
Key term/question	Definition/answer
49. Genetic engineering	The process of cutting out a useful gene from one organism and inserting it into another organism's cells.
50. Reasons for genetically modified (GM) crops (3)	1. Resistant to diseases. 2. Produce bigger vegetables and crops. 3. Improves the appearance of vegetables and crops.
51. Benefits of GM crops (3)	1. Increases crop yield to make more food. 2. To grow disease resistant crops. 3. To include vitamins and minerals in crops.
52. Concerns of GM crops (3)	1. Decreases population of wild flowers and insects. 2. Crops may be harmful to human health. 3. Genes may spread to wild populations (e.g. weeds)
53. Reason for genetic engineering in medicine	To remove inherited disorders

10. Classification

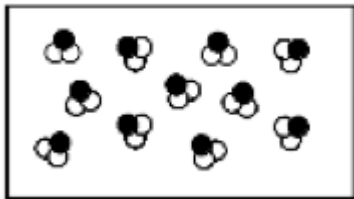
Key term/question	Definition/answer
54. Classification	Organisms are grouped together depending on their structure and characteristics. Developed by scientist, Carl Linnaeus.
55. Linnaeus classification order	Kingdom → Phylum → Class → Order → Family → Genus → Species
56. Three-domain system	New model of classification due to evidence available from chemical analysis of organisms. Developed by scientist, Carl Woese.
57. Three-domain system groups (3)	1. Archaea (primitive bacteria usually living in extreme environments) 2. Bacteria (true bacteria) 3. Eukaryota (which includes protists, fungi, plants and animals).
58. Binominal system	Naming organisms using a two-part Latin name 15
59. Human's binominal name	<i>Homo sapiens</i>

A) Purity and formulations

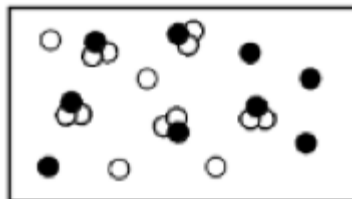
Element



Compound



Mixture



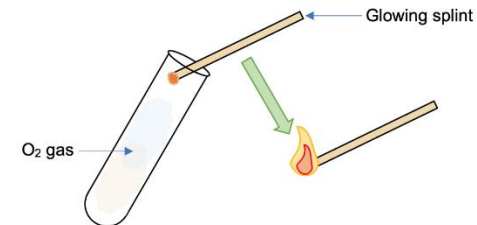
Key term/question	Definition/answer
1. Atom	The smallest particle of an element that can exist
2. Element	Substance which consists of only one type of atom
3. Compound	More than two elements chemically combined
4. Mixture	More than two elements that are not chemically combined
5. Pure substance	A substance that only contains one element or compound
6. Examples of pure substances	Water (H ₂ O), carbon dioxide (CO ₂), sodium chloride (NaCl)
7. Examples of impure substances	Orange juice, milk, honey
8. How do we test for pure substance	By melting or boiling the substances
9. Melting point/boiling point of pure substances	Sharp (specific temperature)
10. Melting point/boiling point of impure substances	Wide range
11. The effects of impurities on melting and boiling points (2)	<u>1.</u> Lowers the melting point <u>2.</u> increases the boiling point
12. Melting/freezing point of water	0°C
13. Boiling/condensing point of water	100°C
14. Formulation	A useful mixture with a precise purpose made by following a formula
15. Examples of formulations	Fuels, cleaning agents, paints, medicines, alloys, fertilisers

Key term/question

Definition/answer

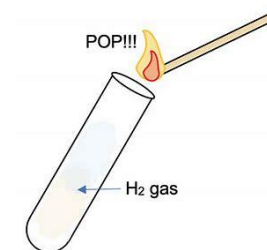
16. Test for oxygen

1. Put a **glowing splint** into a test tube containing the gas 2. if oxygen is present, it will **relight** the glowing splint



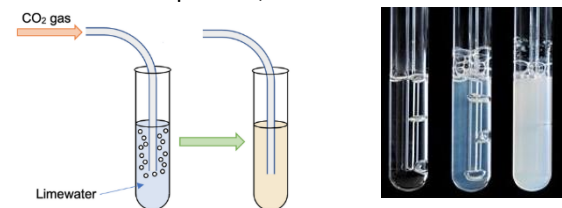
17. Test for hydrogen

1. Hold a **lit splint** at the end of a test tube 2. if hydrogen is present, you'll hear a **'squeaky pop'**



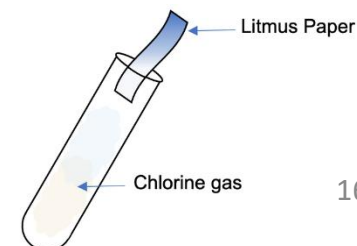
18. Test for carbon dioxide

1. Bubble gas through **lime water** (calcium hydroxide) 2. if carbon dioxide is present, the lime water turns **cloudy**



19. Test for chlorine

1. Hold **damp litmus paper** into a test tube containing the gas 2. if chlorine is present, it will bleach the litmus paper **white.**



Chemistry 9: Chemistry of the Atmosphere Knowledge Organiser

A) <u>Evolution of the Earth's Atmosphere</u>	
Key term/question	Definition/answer
1. Atmosphere	Layer of gases that surrounds a planet.
2. Main gas of the early atmosphere	Carbon dioxide
3. Other gases of the early atmosphere in small amounts (4)	<u>1.</u> Water vapour <u>2.</u> Nitrogen <u>3.</u> Methane <u>4.</u> Ammonia
4. Gases of the current atmosphere (5)	<u>1.</u> Nitrogen <u>2.</u> Oxygen <u>3.</u> Carbon dioxide <u>4.</u> Water vapour <u>5.</u> Noble gases
5. Percentage of gases in the current atmosphere	<u>1.</u> Nitrogen = 80% <u>2.</u> Oxygen = 20% <u>3.</u> Carbon dioxide, water vapour and noble gases = less than 1%
6. Approximate age of Earth's current atmosphere?	200 million years
7. Cause of gases of the early atmosphere	Volcanic eruptions
8. What happened to the water vapour as the Earth began to cool?	Condensed into oceans
9. Reasons for carbon dioxide levels decreasing in the atmosphere (4)	<u>1.</u> CO ₂ dissolved into the oceans. <u>2.</u> Carbonates formed the skeletons and shells of marine animals. <u>3.</u> Sedimentary rocks and fossil fuels locked up carbon. <u>4.</u> Plants photosynthesised which removed CO ₂
10. Reason for oxygen levels increasing in the atmosphere	Plants photosynthesising releases oxygen into the atmosphere.
11. Word equation for photosynthesis	<div style="text-align: center;">Light</div> Carbon dioxide + water -----> glucose + oxygen
12. Symbol equation for photosynthesis	<div style="text-align: center;">Light</div> $6\text{CO}_2 + 6\text{H}_2\text{O} \text{ -----> } \text{C}_6\text{H}_{12}\text{O}_6 + 6\text{O}_2$
13. Why do scientists find it hard to agree on one theory? (2)	<u>1.</u> Not enough evidence <u>2.</u> The Earth was created 4.6 billion years ago
14. Where do scientists publish their findings?	Peer-reviewed journal
15. What is peer-review?	Other scientists evaluate the results to check they are scientifically accurate with no bias .

B) <u>Greenhouse gases and climate change</u>	
Key term/question	Definition/answer
16. Greenhouse gases (3)	<u>1.</u> Methane <u>2.</u> Carbon dioxide <u>3.</u> Water vapour
17. How do greenhouse gases work?	Absorb and reemit infra-red radiation back to Earth, causing the temperature of the Earth to increase .
18. Global warming	Increase in Earth's temperature
19. Climate change	Impact of global warming on the climate patterns.
20. Human activities releasing greenhouse gases and causing climate change (4)	<u>1.</u> Deforestation <u>2.</u> Combustion of fossil fuels <u>3.</u> Intensive farming of cows and growing rice <u>4.</u> The breakdown of waste on landfills
21. Consequences of climate change (4)	<u>1.</u> Melting ice caps which increases flooding <u>2.</u> More cases of extreme weather <u>3.</u> Change in migration patterns <u>4.</u> Loss of biodiversity

C) <u>Carbon footprint</u>	
Key term/question	Definition/answer
22. Carbon footprint	The amount of carbon dioxide and other greenhouse gases that are released by a product.
23. How can businesses reduce carbon footprint? (5)	<u>1.</u> Using renewable energy sources instead of fossil fuels <u>2.</u> Government to introduce carbon taxes and licences <u>3.</u> Carbon capture <u>4.</u> Carbon off-setting <u>5.</u> Carbon neutral
24. Why is it difficult to reduce carbon emissions? (3)	<u>1.</u> Insufficient renewable energy resources <u>2.</u> Difficult to provide for transport systems <u>3.</u> Limits economic growth

D) <u>Air pollution</u>	
Key term/question	Definition/answer
25. Complete combustion	Unlimited supply of oxygen to fully oxidise carbon into carbon dioxide.
26. Incomplete combustion	Limited supply of oxygen which produces soot (carbon) and carbon monoxide.
27. Problems with carbon particulates (2)	<u>1.</u> If inhaled causes respiratory problems <u>2.</u> Causes global dimming
28. Global dimming	The decrease in the amount of sunlight reaching the Earth's surface due to particulates.
29. Dangers of carbon monoxide	Binds to haemoglobin in red blood cells which reduces oxygen levels in the blood.
30. How is sulfur dioxide produced?	Burning fuels with sulfur impurities, the sulfur is oxidised.
31. How are oxides of nitrogen produced?	When fuels burnt in vehicle engines reach high temperatures, nitrogen and oxygen in the air react.
32. Acid rain	Produced when sulphur dioxide or nitrogen oxides dissolve in rainwater

Physics (P6) Waves Knowledge Organiser

A) <u>Transverse and longitudinal waves</u>	
Key term/question	Definition/answer
1. What is a wave?	An oscillation that transfers energy without transferring matter.
2. Describe a transverse wave	Oscillations occur at right angles to direction of energy travel.
3. Describe a longitudinal wave	Oscillations occur parallel to direction of energy travel.
4. For longitudinal waves define 'compression'	Particles are compressed together.
5. For longitudinal waves define 'rarefaction'	Particles are spread apart
6. Give three examples of transverse waves	<u>1.</u> Electromagnetic waves <u>2.</u> Ripples on water <u>3.</u> Waves on a string
7. Give two examples of longitudinal waves	<u>1.</u> Sound <u>2.</u> Plucked slinky

B) <u>Properties of a wave</u>	
Key term/question	Definition/answer
8. Amplitude	Maximum displacement from point of zero
9. Wavelength	Distance from a point on a wave to the equivalent point on the next wave.
10. Frequency	Number of wave cycles in 1 second
11. Period of wave	Time taken for one cycle of a wave to be completed.
12. Formula for calculating the period of a wave	Period = $1 \div \text{frequency}$ $T = 1 \div f$
13. Unit of frequency	Hz = Hertz
14. Unit of time	s = seconds
15. Formula linking wave speed, frequency and wavelength	wave speed = frequency \times wavelength $v = f \lambda$
16. Unit of speed	m/s = metres per second
17. Unit of wavelength	m = metres

Diagram of a transverse wave

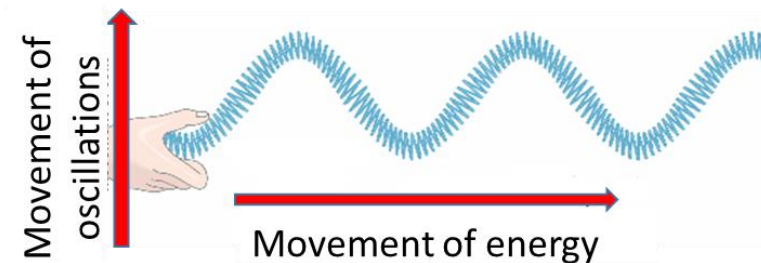


Diagram of a longitudinal wave

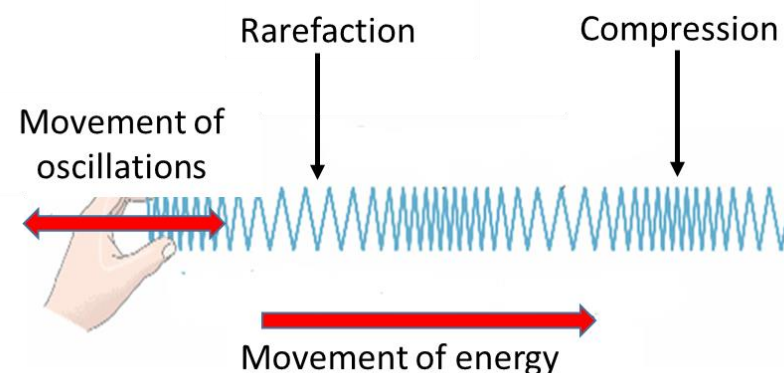
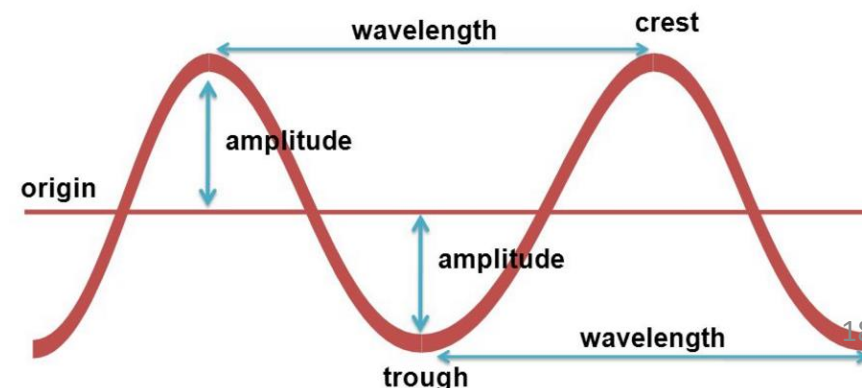


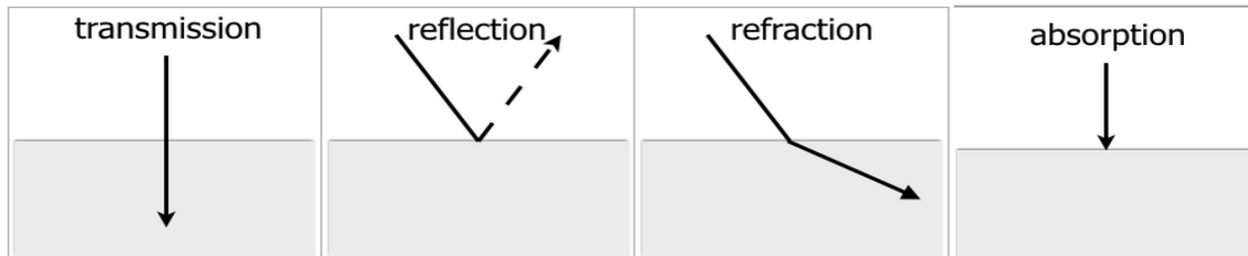
Diagram of wave properties



Physics (P6) Waves Knowledge Organiser

C) Waves at a boundary

Key term/question	Definition/answer
18. List what happens to a wave at a boundary between two different materials?	<u>1.</u> Reflection <u>2.</u> Absorption <u>3.</u> Transmission <u>4.</u> Refraction
19. Reflection	A wave bounces off the surface of a material
20. Absorption	The wave's energy is transferred to the material and the wave is stopped
21. Transmission	Waves pass through a material
22. Refraction	Wave changes direction as it travels through a material because it changes speed
HIGHER TIER 23. What happens to a wave when entering a less dense material?	Speed increases and bends away from line of normal
HIGHER TIER 24. What happens to a wave when entering a denser material?	Speed decreases and bends towards the line of normal

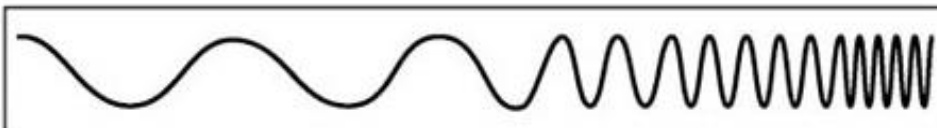


Electromagnetic spectrum

Long wavelength —————> Short wavelength

Radio waves	Microwaves	Infrared	Visible light	Ultraviolet	X-rays	Gamma rays
-------------	------------	----------	---------------	-------------	--------	------------

Low frequency —————> High frequency

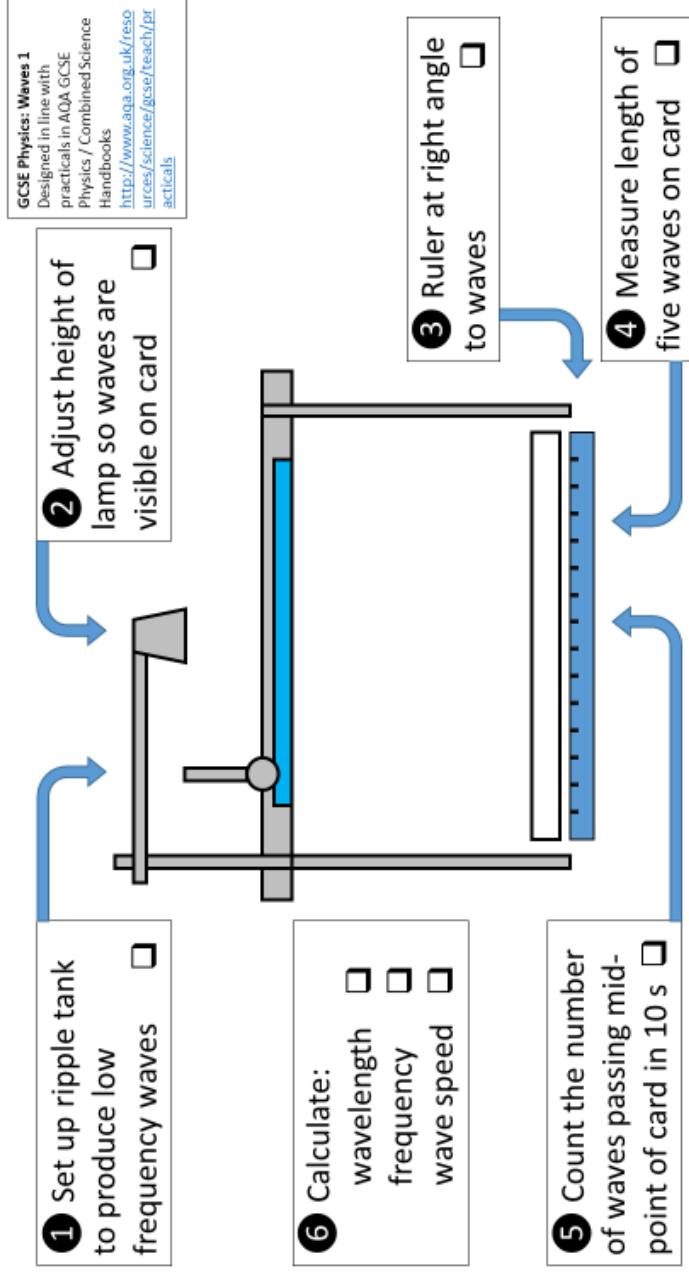


Mnemonic	Spectrum
R aging	R adio
M artians	M icrowaves
I nvasion	I nfrared
V enus	V isible
U sing	U ltraviolet
X -ray	X -rays
G uns	G amma rays

D) Electromagnetic waves

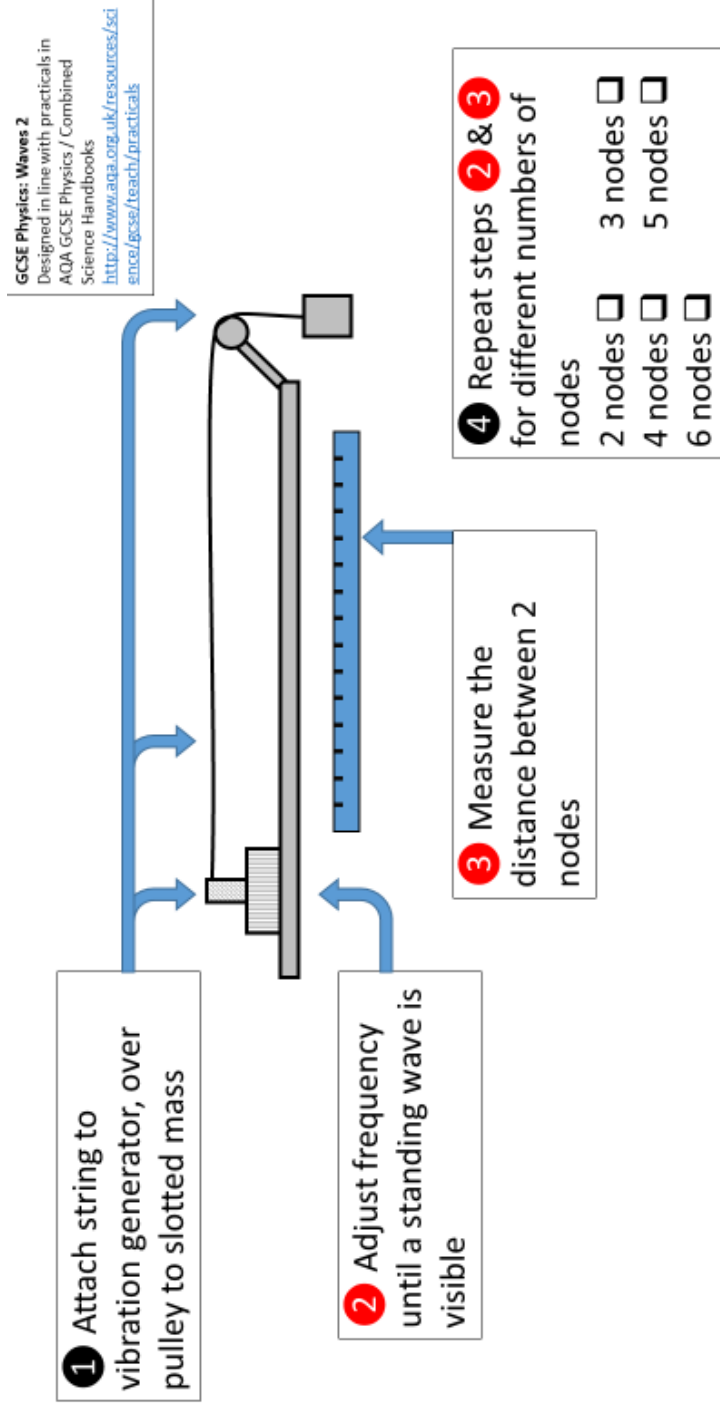
Key term/question	Definition/answer
25. What is the "electromagnetic spectrum"?	A set of electromagnetic waves all travelling at the same speed in a vacuum
26. Electromagnetic waves with the longest wavelength and lowest frequency	Radio
27. Electromagnet waves with the shortest wavelength and highest frequency	Gamma
28. Uses of radio waves	Television and radio
29. Uses of microwave	Cooking, mobile phones, satellite communications
30. Uses of infra-red waves	electrical heaters, cooking food, infrared cameras
31. Use of visible light	Optical fibres
32. Uses of ultraviolet light	Fluorescent bulbs, tanning beds, Counterfeit note detection
33. Use of X-rays	Medical diagnosis for broken bones
34. Uses of gamma rays	Sterilising medical equipment, treating cancer
35. Dangers of over exposure to ultraviolet light (3)	<u>1.</u> Premature aging of skin <u>2.</u> skin cancer <u>3.</u> retinal damage
36. Ionising radiation	Radiation that has enough energy to knock electrons off atoms.
37. Types of ionising radiation	X-rays and gamma rays
38. Dangers to over exposure of x-rays and gamma rays	Cell destruction, Gene mutation and cancer
39. Radiation dose	A measure of the risk of harm from the body being exposed to radiation
40. Unit of measure for radiation dose	Sv = Sieverts

Measuring the speed of water ripples



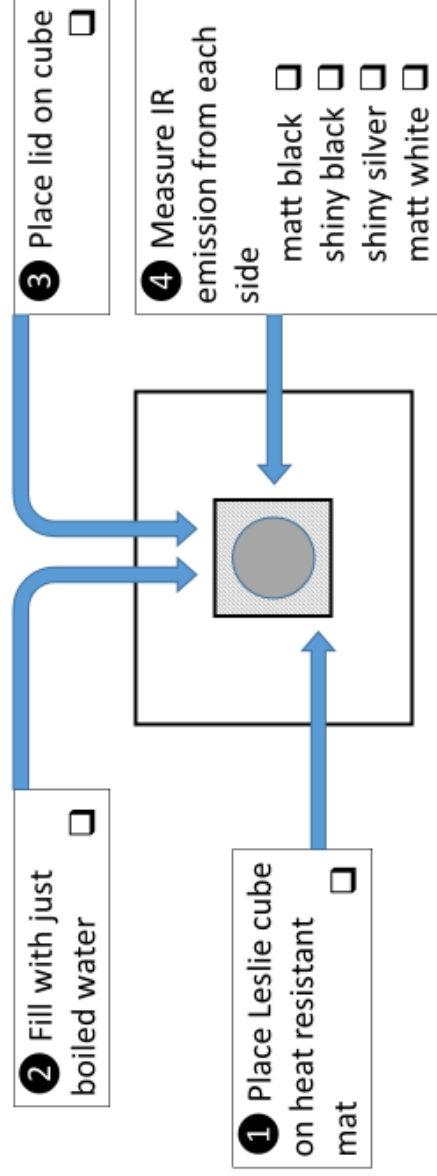
GCSE Physics: Waves 1
Designed in line with practicals in AQA GCSE Physics / Combined Science Handbooks
<http://www.aqa.org.uk/resources/science/gcse/teach/practicals>

Observing a wave on a string



GCSE Physics: Waves 2
Designed in line with practicals in AQA GCSE Physics / Combined Science Handbooks
<http://www.aqa.org.uk/resources/science/gcse/teach/practicals>

Investigating infrared radiation



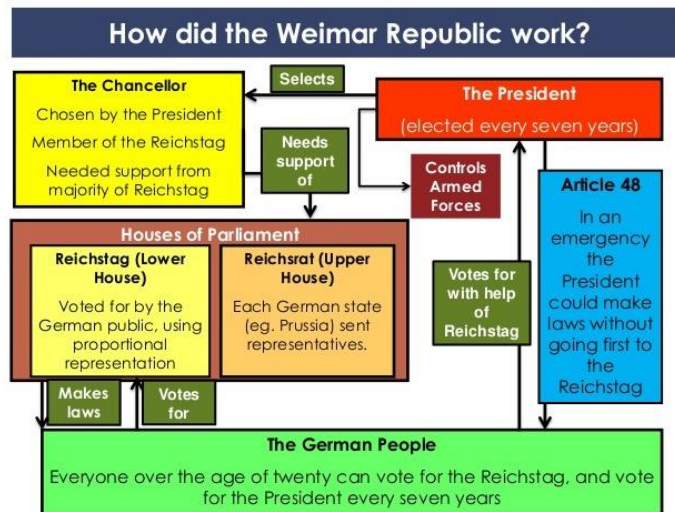
GCSE Physics: Radiation and absorption
Designed in line with practicals in AQA GCSE Physics / Combined Science Handbooks
<http://www.aqa.org.uk/resources/science/gcse/teach/practicals>

History – Year 11 – Term 3

Weimar and Nazi Germany Topic 1: The Weimar Republic 1918-1929

SUMMARY OF THE PERIOD

The 1920s was a lean period for the Nazis where they struggled to get much support, partly due to the Golden Years following hyperinflation in 1923 when Weimar Germany was rebuilding. The Nazis failed to get support when they tried to take over in 1923's Munich Putsch and Hitler spent some time in jail. During the Golden Years of Weimar Germany the economy was booming and there was an explosion of creativity in culture and the arts. During this period from 1924-1929 the moderate centrist parties were popular and the general prosperity leading many to forget/forgive the government for the armistice, signing the treaty and the early chaos of the Weimar Republic. This meant there was limited support for extremist parties between 1924 and 1929.



Key events and dates

9th November 1918: Kaiser Wilhelm II abdicates his throne

11th November 1918: The Armistice is signed

5th-12th January 1919: The Spartacist Uprising. The Spartacist League hold an uprising in Berlin. Leaders include Karl Liebknecht and Rosa Luxemburg. The Freikorps suppress the rebellion.

February-June 1919: Weimar National Assembly established. The first Assembly of the Weimar Republic is established and drafts the Constitution. Friedrich Ebert is elected President.

28th June 1919: Germany signs the Treaty of Versailles. Germany signs the Treaty of Versailles - the peace treaty that ends the First World War.

11th August 1919: The Weimar Constitution is signed. The Constitution is signed and introduces much greater democracy.

13th March 1920: The Kapp Putsch. A revolt in Berlin led by Wolfgang Kapp supported by the Freikorps. A strike ends it

11th January 1923: Occupation of the Ruhr. French and Belgian troops occupy the Ruhr industrial region as Germany had stopped paying reparations.

1923: Hyperinflation begins. Prices begin to rise rapidly made worse by the printing of money to pay striking workers in the Ruhr. The Reichsmark becomes worthless.

13th August 1923: Stresemann becomes Chancellor and Foreign Minister. Gustav Stresemann becomes Chancellor and Foreign Minister.

8th November 1923: The Munich Putsch. The Nazis attempt a failed putsch in Munich. Hitler is sent to Landsberg prison for his role in it.

August 1924: The Dawes Plan. The agreement helps Germany with its reparations.

18th July 1925: Mein Kampf published. Mein Kampf, Hitler's book is published with his ideas for Germany.

16th October 1925: The Locarno Pact. Germany agrees to the border set out in the Treaty of Versailles.

14th February 1926: The Bamberg Conference. Hitler meets with leading Nazis to reorganize the party and cement his authority.

8th September 1926: Germany joins the League of Nations. Germany is admitted to the League of Nations. **27th August 1928:** Kellogg-Briand Pact agreed. The Kellogg-Briand Pact binds nations into an agreement not to use war as a method of solving disputes.

31st August 1929: Young Plan agreed. The Young Plan significantly reduces German reparations and gives Germany longer to pay them.

3rd October 1929: Gustav Stresemann dies. Former Chancellor and Foreign Minister who helped the Weimar Republic recover, dies of a stroke.

Key Vocabulary

General Terms

1. **Weimar Republic:** This was the name given to Germany after the Kaiser abdicated in November 1918. At first, the country's survival looked unlikely but under Gustav Stresemann, there was some stability.
2. **Abdication:** When a monarch leaves the throne
3. **Kaiser:** King/Emperor
4. **Armistice:** agreement to end a war
5. **Constitution:** The set of rules laying out how a country is run
6. **Republic:** A country without a king or queen
7. **Reichstag:** German Parliament

Problems for the Weimar Republic 1918-1923

1. **Dolchstoß:** German term for the Stab in the Back Theory
2. **Stab in the Back Theory:** Myth started by Hindenburg that Germany wasn't losing WW1 and the politicians that signed the armistice in 1918 were actually 'stabbing Germany in the back'
3. **Article 48:** a constitutional mechanism allowing a president to create laws in times of crisis
4. **November Criminals:** Critical term given to the politicians who signed the armistice
5. **Treaty of Versailles:** The detailed peace terms forced on Germany in 1919, decided by the Big Three
6. **Coalition:** A government of more than two political parties necessitated by 1 party not having enough seats to form a majority
7. **Diktat:** something which is forced on someone e.g. Treaty of Versailles on Germany
8. **Proportional Representation:** Voting system in the Weimar Republic which lead frequently to unstable coalition governments
9. **Spartacist Revolt:** Left Wing uprising against the government which forced the government to flee to the small town of Weimar – hence Weimar Republic
10. **Kapp Putsch:** Attempted seizure of power by Wolfgang Kapp and supported by the Freikorps in 1920
11. **Hyperinflation:** The rapid devaluation of a currency as happened in Weimar Germany following the French Invasion of the Ruhr in 1923

Recovery under Stresemann 1923-1929

1. **Rentenmark:** German currency introduced in 1923 to solve hyperinflation
2. **Dawes Plan:** A 1924 package of loans from the USA to Germany
3. **Young Plan:** A 1929 agreement lowering Germany's reparations and giving it longer to pay
4. **Locarno Pact:** An agreement on borders signed by Britain, France, Italy and Belgium signed in 1925
5. **Kellogg-Briand Pact:** 65 countries including Germany agreed to resolve conflict peacefully in 1928
6. **Golden Age of Weimar/Golden Twenties:** Period of economic recovery, cultural development and relative political stability in the mid 1920s for which Stresemann and the American loans are often credited

Weimar and Nazi Germany, 1918–39, Topic 2: Hitler's Rise to Power and the Creation of a Dictatorship

SUMMARY OF THE PERIOD

After the failed Munich Putsch of 1923 the Nazi party changed and Hitler decided that power needed to be acquired democratically. The Nazis remained in relative obscurity until the Wall Street Crash of 1929 which led to mass unemployment as part of the Great Depression. Many Germans turned to political extremes as the moderate centrist Weimar parties seemed unable to do anything to resolve the situation. By 1932 Hitler was leader of Germany's largest political party and following the political deal between von Papen and Hindenburg, Hitler was granted the title of chancellor of Germany in January 1933. By August 1934 Hitler managed to turn the constitutional position of chancellor into a dictator's role by capitalising on the Reichstag Fire to gain emergency powers, which helped him subsequently pass the Enabling Act, which allowed him to pass any laws he wanted without them being voted on in the Reichstag. He used this to ban other political parties and trade unions and when Hindenburg died in August 1934 he took the role of president as well as chancellor and became Fuhrer of Germany. A dictatorship had been established.

Key events and dates:

14th February 1926: Bamberg conference – Nazi party became more nationalist than socialist

29th October 1929: Wall Street Crash

31st July 1932: Nazis largest party in the Reichstag

30th January 1933: Hitler appointed Chancellor

27th February 1933: Reichstag Fire rips through the Reichstag building and Dutch Communist Van der Lubbe is arrested and executed for starting it.

28th February 1933: Reichstag Fire decree The Nazis use the fire to pass a decree banning the Communist Party and suspending some civil liberties.

23rd March 1933: The Enabling Act passes the Reichstag. The Enabling Act gives Hitler complete authority in Germany.

1st April 1933: Boycott of Jewish shops and businesses. The Nazis organise a boycott of Jewish shops and businesses. The SA are used to intimidate customers.

26th April 1933: Establishment of the Gestapo. The official secret police of Nazi Germany is created by Hermann Göring.

20th July 1933: Concordat with the Catholic Church. The Nazis and Catholic Church sign an agreement to leave each other alone.

30th June 1934: Night of the Long Knives. Hitler removes enemies of the party through a purge of critics. Victims include Ernst Röhm (the Head of the SA) and other leading Nazis.

2nd August 1934: Death of President Hindenburg
Hindenburg dies of Lung Cancer. Hitler proclaims the merging of the roles of Chancellor and President. Hitler is undisputed ruler of Germany.

Key Vocabulary

Hitler's Rise to Power (Chancellorship) 1923-1933

Article 48: constitutional device allowing the president of Germany to pass laws at times of crisis

Nationalism: political view in which all policies are organised to make the nation stronger and more independent

Socialism: Political view that stresses that a country's land, businesses and wealth should belong to the workers

Putsch: Seizure of power/coup d'état

Real Wages: Measure which reflects the buying power of wages rather than their stated monetary value

Chancellor: German head of government in his role as leader of the largest political party

Reichstag: German parliament

SA: Paramilitary Stormtroopers under the command of Ernst Rohm

Propaganda: Use of media to control public attitudes

25 Point programme: political manifesto of the Nazi party

Wall Street Crash: Stock market crash in 1929 in America which led to the Great Depression

Hitler's Rise to Dictatorship - January 1933-August 1934

Dictator: ruler with absolute control

Enabling Act: Law passed by the Nazis in March 1933 allowing Hitler to pass laws without the approval of the Reichstag

Police State: use of terror and police/troops to scare population into obedience

Trade Union: organizations formed by workers from related fields that work for the common interest of its members e.g on pay and working condition. Banned by Hitler in May 1933

Night of the Long Knives: 30 June 1934 – Senior SA members including Rohm arrested and shot

Fuhrer: Supreme ruler of Germany – Hitler declared himself this following the Death of Hindenburg

Oath of Loyalty: All army soldiers were forced to swear loyalty and obedience to Hitler

Weimar and Nazi Germany, 1918–39, Topics 3 and 4: The Nazi Dictatorship and Life in Nazi Germany

SUMMARY OF THE PERIOD:

Nazi Germany was a totalitarian state, meaning all aspects of Germans' lives were controlled by the government. It was also one in which those deemed 'enemies of the state' were ruthlessly persecuted. Young people were very important to Hitler and the Nazis. Hitler spoke of his Third Reich lasting for a thousand years and to achieve this he would have to ensure German children were thoroughly indoctrinated into Nazi ideology. Additionally, the Nazis had clear ideas of what they wanted from women. They were expected to stay at home, look after the family and produce children in order to secure the future of the Aryan race – the traditional role of the woman that had existed before the 1920s. The Nazis promised to stop the suffering many Germans had felt since the end of World War One and make the economy strong again. Unemployment would disappear and Germany would become an autarky – though neither of these things truly happened. Hitler and the Nazis also had very firm views on race, with gypsies, Slavs and especially Jews facing persecution throughout the 1930s

Key dates/events:

1933: Law for the Encouragement of Marriage passed
1934: Parade ground for rallies built in Nuremberg, designed by Albert Speer
1935: RAD made compulsory for all males
1935: Lebensborn Project began
1936: Berlin Olympics held – used as propaganda by the Nazis to demonstrate the superiority of the Aryan race
1937: Women with marriage loans now allowed to work
1939: Hitler Youth made compulsory
1939: Membership of the Hitler Youth is at 8 million, while membership of the opposition group the Edelweiss Pirates is 2000
1939: Military spending 8x more than in 1933

Timeline of Jewish persecution:

1933

Nazis organised a boycott of Jewish businesses.
Books by Jewish authors were publicly burnt.
Jewish civil servants, lawyers and teachers were sacked.
Race science lessons were introduced, teaching that Jews were sub-human.

1935

The Nuremberg Laws formalised anti-Semitism into the Nazi state by:
Stripping Jews of German citizenship.
Outlawing marriage and sexual relations between Jews and Germans.
Taking away from Jews all civil and political rights.

1938

Jews could not be doctors.
Jews had to add the name Israel (men) or Sarah (women) to their name.
Jewish children were forbidden to go to school.
Kristallnacht - 9 November. The SS organised attacks on Jewish homes, businesses and synagogues in retaliation for the assassination of the German ambassador to France by a Jew.



Key Vocabulary

The Nazi Dictatorship – the police state

Terror: Use of force to control people;

Concordat: agreement between the Nazis and Catholic church to not interfere with each other;

Concentration Camps: prisons created by the Nazis and run by the SA and SS;

People's Court: secret courts created to try treasonable offences with judges hand picked by the Nazis;

Reich church: protestant church formed in 1936 which combined all Nazi supporting protestant churches;

The Nazi Dictatorship – Controlling and influencing attitudes

Censorship: banning information or ideas across a variety of media;

People's Receiver: cheap radios sold to public to allow Nazi message to be easily spread;

Gleichschaltung: concept of consistency – all art, literature etc that was published had to be consistent with Nazi ideals;

Ministry of Propaganda: run by Goebbels and controlled the arts in Germany;

The Nazi Dictatorship – Opposition, Resistance and Conformity

Resistance: refusing to support something or speaking against it;

Opposition: actively working against something to remove it;

PEL: Pastors' Emergency League – group of protestant priests who opposed certain Nazi rules regarding the church

Life in Nazi Germany (Women)

Mother's Cross: Medal awarded to women for having 4 or more children. bronze for 4/5, silver for 6/7 and a gold medal for women who had 8

Lebensborn: project aimed at supporting women who had children with SS men – later it encouraged single women to have children with SS men;

Law for Encouragement of Marriage: loans for couples to get married which could be paid off by having children

Life in Nazi Germany (Youth)

Hitler Youth: Nazi organisation for young boys;

League of German Maidens: girls' version of Hitler Youth;

Race studies: children were taught this in schools – how to categorise and rank different races

Life in Nazi Germany (economy and living standards)

Labour Service: paid employment for the unemployed young men. It became compulsory for all after 1935;

Autobahns: German word for motorways;

Invisible unemployment: leaving Jews and women off the unemployment statistics which made the Nazis' employment figures look more impressive;

DAF: Nazi trade union;

KdF: scheme which provided benefits for workers;

SdA: scheme by which workers could apply for better workplace facilities but in which much of the work had to be done by themselves;

Life in Nazi Germany (persecution of minorities)

Anti-Semitism: anti-Jewish ideas

Office for Jewish Emigration: government department set up for the deportment of Germany's Jews

BIG QUESTIONS

1. Hurricane, cyclone or typhoon: what's the difference?
2. Explain how tropical storms are formed.
3. How does the global atmospheric circulation system affect our weather?
4. How can you prepare for a tropical storm?
5. Which is more damaging – immediate effects of tropical storms or long-term effects?
6. Who is responsible for climate change – humans or nature?
7. Explain how mitigation and adaptation can reduce the effects of climate change.

Homework tropical storm...

[AQA Geography GCSE: The Challenge of Natural Hazards - PMT \(physicsandmathstutor.com\)](#)

[Typhoon Haiyan Case Study - Internet Geography](#)

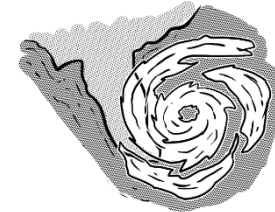
Tropical storms

These are called different things depending on where they occur in the world.

North America = **hurricanes**

Asia = **cyclones**

Pacific = **typhoons**



Definition: a tropical revolving storm, formed over warm tropical seas.

Characteristics:

- Tropical storms are areas of intense low pressure where air is rising.
- Tropical storms develop at least 5° - 30° latitude north or south of the equator, as here the Coriolis force takes effect and it is this that makes the storm spin.
- They need sea temperatures of at least 27 °C.
- When wind speeds reach 74 mph, the tropical cyclone is referred to as a hurricane, typhoon or simply a cyclone depending upon where it is on the globe.
- They can be 300 to 500 miles across and up to 5 to 6 miles high.

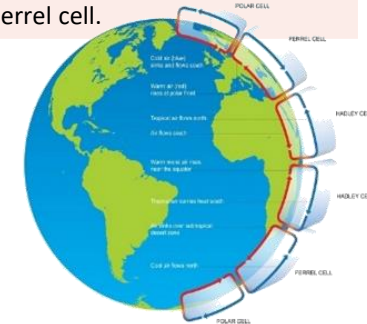
Facts and figures: in 2018, there were 14 separate billion-dollar weather and climate disaster events across the USA, with a total cost of \$91 billion.

Place: some areas that have been affected by hurricanes: New Orleans in the USA by hurricane Katrina, and the Philippines by typhoon Haiyan.

Global pattern of air circulation

Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.

Hadley cell	Largest cell which extends from the Equator to between 30° to 40° north & south .
Ferrel cell	Middle cell where air flows poleward between 60° & 70° latitude.
Polar cell	Smallest & weakness cell that occurs from the poles to the Ferrel cell.

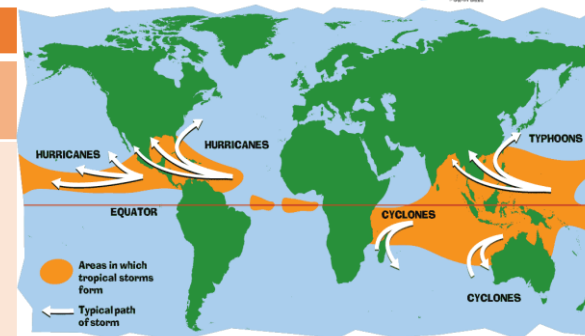


Distribution of Tropical Storms.

They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator.

High and Low Pressure

Low Pressure	High Pressure
Caused by hot air rising. Causes stormy, cloudy weather.	Caused by cold air sinking. Causes clear and calm weather.



What is climate change?		Managing climate change	
Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.		Carbon Capture This involves new technology designed to reduce climate change.	Planting Trees Planting trees increase the amount of carbon is absorbed from atmosphere.
Recent evidence for climate change.		International Agreements Countries aim to cut emissions by signing international deals and by setting targets.	Renewable Energy Replacing fossil fuels based energy with clean/natural sources of energy.
Global temperature	Average global temperatures have increased by more than 0.6°C since 1950 .		
Ice sheets & glaciers	Many of the world’s glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years .		
Sea Level Change	Average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from ice and thermal expansion.		
Enhanced greenhouse effect		EXAMPLE: UK heat wave 2003	
Recently there has been an increase in humans burning fossil fuels for energy. These fuels (gas, coal and oil) emit greenhouse gases . This is making the Earth’s atmosphere thicker, therefore trapping more solar radiation and causing less to be reflected . As a result, the Earth is becoming warmer.		Causes The heat wave was caused by an anticyclone (areas of high pressure) that stayed in the area for most of August. This blocked any low pressure systems that normally brings cooler and rainier conditions.	
Evidence of natural change		Effect <ul style="list-style-type: none">• People suffered from heat strokes and dehydration.• 2000 people died from causes linked to heatwave.• Rail network disrupted and crop yields were low.	Management <ul style="list-style-type: none">• The NHS and media gave guidance to the public.• Limitations placed on water use (hose pipe ban).• Speed limits imposed on trains and government created ‘heatwave plan’.
Orbital Changes	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.		
Sun Spots	Dark spots on the sun increase the amount of energy Earth receives from the Sun.		
Volcanic Eruptions	Volcanoes release large amounts of dust containing gases . These can block sunlight and results in cooler temperatures.		

Key vocabulary
Adaptation – a change in physical appearance, function or character to fit in to the environmental conditions. Climate change – long-term shift in temperatures and weather patterns. Economic impact – an effect upon money. Environmental impact - an effect upon nature. Extreme weather - weather that is very harsh, unseasonal or unusual for a particular region. Eye – the calm region in the centre of a tropical storm. Eye Wall – the wall of cloud round the eye, where the destructive force of the storm is at its most intense. Global atmospheric circulation – how air moves across the planet in a specific pattern. Immediate responses – how people act straight away following a natural event. Long-term responses - how people act weeks, months or years after the natural event. Mitigation – movement from one place to another. Primary effects - impacts that occur immediately. Secondary effects - impacts that occur as a result of the natural event. Social impact – an effect upon people. Tropical storm – a very powerful low-pressure wind system. Forming over tropical oceans, with wind speeds over 39mph.

BIG QUESTIONS

Identify words that link to your chosen exam question.

How can the study of other artists help you find your own direction in the development of ideas?

Describe the process of development in artists work.

Compare similarities and differences in artists work.

Explain why primary sources are the richest form of research.

How can Secondary sources enrich the development of ideas?

List different ways of recording your observations of the subject matter.

Why should you plan a wide range of ideas before selecting a final one?

How can the refining process help you to fully realise intentions?

Overarching Big Question

The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.



Key Skills

RECORD

I will independently record...

- images and information appropriate to my chosen exam question
- using wet, dry and digital media
- examples of artists work appropriate to my chosen exam question
- information about artists, showing appreciation of how they use media and techniques to create meaningful work.

DEVELOP

I will independently develop...

- my observation skills using a range of media, techniques and processes.
- artwork and ideas from primary sources
- my knowledge and understanding of artist styles and techniques
- my drawing and planning skills
- ideas in response to a given theme, linking to artists work
- my higher order thinking skills

REFINE

I will independently...

- experiment making the most of media and techniques relevant to my intentions
- select ideas to adapt and improve e.g. adjustments to size, colour and composition.
- develop a piece of work from one media into another

EVALUATE

I will independently...

- analyse and reflect on the development of my own work, through annotation making connections to artists and suggesting ways I could improve.
- evaluate artists using analytical writing skills and forming opinions.

PRESENT OUTCOMES

I will independently...

prepare a plan for a final piece to be completed during the 10-hour exam.



Homework Links

Develop preparatory work at home for a minimum of 2 hours per week...

- Research of artists *including studies, info, evaluation*
- Research of images (*using mind map*)
- Collect primary sources
- Drawings
- Annotation
- Ideas



Key Vocabulary

*Tone/Texture/Shape/
Colour/Form/Scale/
Media/Technique/
Composition/Research/
Primary source/
Secondary Source*

I will be expected to recall keywords learned in previous projects and use them in the appropriate context.

EVALUATING ARTISTS' WORK

1. Describe the piece of art you are looking at
2. What is the name of the artist or type of art?
3. What art movement or culture does the art link to?
4. Research and list 5 or more things about the artist or culture?
5. What important things have happened in the country that the art comes from?
6. What has influenced the art E.g. other artists, people, personal experiences, society, culture, politics, gender, colour, pattern, movement, religion, travel, places, objects etc.
7. Describe the materials used to make the art
8. How has the art been produced?
9. What is being communicated through the art?
10. Which of these words best describes the mood of the picture? EMOTIONAL/POWERFUL/BUSY/SLOW/PEACEFUL/WARM/COLD/HAPPY/SAD/CALM/INTENSE/SCARY can you think of any other words?
11. What do you like or dislike about the picture? Explain your reasons...

ANNOTATING YOUR OWN WORK

- In this artwork I was trying to...
- The artist/culture that has influenced my work is...
- The source I have used is...
- I found the source I used at...
- In this artwork I used the technique of...
- The media I have used is...
- I like/dislike this piece because...
- My idea links to the theme because...
- I can improve this piece by...
- I could develop this work further by...

Annotate means to explain your own creations

Artist evaluation is when you write about the artist

Project evaluation is written about the whole project at the end

END OF PROJECT EVALUATION

1. Describe each stage of the project from start to finish
2. What media did you use to produce your work? E.g. Paint/Pencil/Clay etc.
3. Describe how you used different techniques in your project? E.g. painting/drawing/modelling with clay etc.
4. Which artist's culture have you looked at?
5. Write down 2 or more similarities between your work and the artist's work.
6. Which piece of your work best shows the Artist's style or the influence of another culture and why?
7. Describe some of your own ideas...
8. Have you used a primary or a secondary source?
9. Have you included the secondary source in your work? Where did you find it?
10. Imagine your final piece was displayed in a public place.... Describe the effect looking at your work might have on people and society. E.g. relax them, make them feel sad, curious, happy, angry, thoughtful, surprised, confused, nostalgic etc. explain why e.g. because of your use of colour, images, content, arrangement? etc.
11. Explain any other influences on your work e.g. personalities (*including your own*), places, memories, objects, politics, events, activities, religion, fact, fiction etc.
12. Describe how your work links to the project theme?
13. Explain what you have done well...
14. Explain how you could improve...
15. What would you do differently, if you were to repeat any part of this project?

Big Questions

- 1) How do different extrinsic factors influence the risk and severity of injury?
- 2) How do different intrinsic factors influence the risk and severity of injury?
- 3) What are the key components of a warm up?
- 4) What are the physiological and psychological benefits of a warm up?
- 5) What are the key components and physiological benefits of a cool down?
- 6) What are the types and causes of acute injuries?
- 7) What are the types and causes of chronic injuries?
- 8) How can you reduce the risk and severity of an injury or medical condition?
- 9) What are common responses and treatments to medical conditions?
- 10) What are the common causes, symptoms and treatments of medical conditions?

Topic Area 1: Different factors which influence the risk and severity of injury

Key Terms:

- ✓ **Extrinsic factors** – where the factor or risk of injury comes from outside the body
- ✓ **Intrinsic factors** – where the factor or risk of injury comes from within the body
- ✓ **Contact sports** – sports where physical contact between performers is an accepted part of play
- ✓ **Non-contact sports** – sports where participants compete alternately, or are physically separated, or the rules detail no contact.
- ✓ **Hypothermia** – a dangerous drop in body temperature below 35°C.
- ✓ **Veterans** – performers above a certain age that is specific to the sport.
- ✓ **Psychological factors** – mental factors that affect a performer.
- ✓ **Motivation** – the drive to do something.
- ✓ **Arousal** – level of activation or excitement.
- ✓ **Anxiety** – negative emotional state due to nervousness.
- ✓ **Stress** – the feelings we get when we find it difficult to cope with the demands placed on us.
- ✓ **Confidence** – belief in your own ability to master a situation.
- ✓ **Aggression** – Intention to cause harm.
- ✓ **Mental rehearsal** – going over a skill in the mind before performance.

Topic Area 2: Warm up and cool down routines

Key Terms:

- ✓ **Warm up** - exercises to prepare the body for exercise so that the chances of injury or ill effects are reduced.
- ✓ **Dynamic stretches** – active stretching exercises.
- ✓ **Adrenaline** - hormone that prepares the body for exercise.
- ✓ Lactic Acid - waste product of anaerobic exercise; it causes fatigue.
- ✓ **Anaerobic** – without oxygen; oxygen is not used to produce energy during high-intensity, short-duration anaerobic exercise.
- ✓ **Cool down** - easy exercise done after a more intense activity to allow the body to gradually move to a resting condition.
- ✓ **Maintenance stretches** - stretches designed to just maintain flexibility.
- ✓ **Static stretches** – stretches where the stretched position is held for many seconds in an attempt to improve flexibility.
- ✓ **Proprioceptive neuromuscular facilitation (PNF)** - advanced form of flexibility training, involving both the stretching and contracting of the muscles being targeted.
- ✓ **Delayed onset muscle soreness** – muscle pain that starts a day or two after an exercise workout.

Topic Area 3: Different types and causes of sports injuries

Key Terms:

- ✓ **Acute injuries** – injuries caused by impacts or collisions.
- ✓ **Chronic injuries** - injuries caused by continuous stress.
- ✓ **Soft tissue injuries** - injuries to muscles, tendons or ligaments.
- ✓ **Hard tissue injuries** – injuries to part of the skeletal system, such as fractures or dislocations.
- ✓ **Strains** - injuries to muscles.
- ✓ **Sprains** - injuries to ligaments.
- ✓ **Ligaments** - tissue that connects bone to bone and strengthens joints.
- ✓ **Abrasion** - surface damage to the skin; grazes.
- ✓ **Cut** - skin wound where the tissues of the skin become separated.
- ✓ **Laceration** - a torn or jagged wound caused by a sharp object.
- ✓ **Contusion** - bruise caused by blood leaking into the surrounding area.
- ✓ **Blister** - bubble on the skin caused by friction.
- ✓ **Fracture** - partial or complete break in a bone.
- ✓ **Dislocation** - when a bone is dislodged from its position in a joint.
- ✓ **Concussion** - head injury in which the brain is shaken inside the skull.
- ✓ **Tendonitis** - inflammation of the tendons.
- ✓ **Epicondylitis** - inflammation of an epicondyle of a bone.
- ✓ **Stress fracture** – tiny cracks in a bone caused by repetitive force, often from overuse.

Big Questions

- 1) How do different extrinsic factors influence the risk and severity of injury?
- 2) How do different intrinsic factors influence the risk and severity of injury?
- 3) What are the key components of a warm up?
- 4) What are the physiological and psychological benefits of a warm up?
- 5) What are the key components and physiological benefits of a cool down?
- 6) What are the types and causes of acute injuries?
- 7) What are the types and causes of chronic injuries?
- 8) How can you reduce the risk and severity of an injury or medical condition?
- 9) What are common responses and treatments to medical conditions?
- 10) What are the common causes, symptoms and treatments of medical conditions?

Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions

Key Terms:

- ✓ **Hazard** - something that can cause harm.
- ✓ **Risk** - the likelihood of danger.
- ✓ **Risk assessment** – careful examination of what, in relation to a sports activity, could cause harm to people.
- ✓ **Electrocardiogram (ECG)** - technology used to detect the rhythm and electrical activity within the heart.
- ✓ **Emergency action plan (EAP)** - written document identifying what action to take in the event of an emergency at a sporting event.
- ✓ **SALTAPS** - acronym for see, ask, look, touch, active, passive, strength.
- ✓ **DRABC** - acronym for danger, response, airway, breathing and circulation.
- ✓ **Recovery position** – position for an unconscious person that keeps their airway clear and open.
- ✓ **PRICE** - acronym for protection, rest, ice, compression, elevation.
- ✓ **Ultrasound** - use of high frequency sound waves to diagnose and treat injuries.
- ✓ **Electrotherapy** - use of electrical energy to treat injuries.
- ✓ **Hydrotherapy** - use of water to improve blood circulation, relieve pain and relax muscles.
- ✓ **Cryotherapy** - use of cold temperatures to treat injuries.
- ✓ **Contrast therapy** – use of quickly changing temperatures from hot to cold and back again to treat injuries.
- ✓ **Analgesics** – medication used to relieve pain.
- ✓ **Cast** - hard fibreglass or plaster casing designed to prevent broken bones from moving.
- ✓ **Splint** - plastic or fibreglass support for a limb injury.
- ✓ **Sling** - support, usually of folded cloth, designed to immobilise and rest the arm.

Topic Area 5: Causes, symptoms and treatment of medical conditions

Key Terms:

- ✓ **Asthma** - a condition in which the airways narrow and swell, which can make breathing difficult.
- ✓ **Inhaler** - device that allows medicine to be breathed in.
- ✓ **Nebuliser** - machine that allows medicine to be breathed in.
- ✓ **Glucose** - simple sugar found in blood used as an energy source.
- ✓ **Insulin** - a hormone that lowers blood glucose levels.
- ✓ **Diabetes** - condition in which blood sugar levels are not regulated by the body effectively.
- ✓ **Ketones** – chemicals produced by the liver during fat breakdown.
- ✓ **Diabetic ketoacidosis (DKA)** - a condition caused by excess ketones in the blood.
- ✓ **Insulin-dependent** - another name for Type 1 diabetes.
- ✓ **Insulin-resistant** – another name for Type 2 diabetes.
- ✓ **Hypoglycaemia** - low blood sugar level.
- ✓ **Hyperglycaemia** – high blood sugar level.
- ✓ **Epilepsy** – abnormal brain activity that causes recurring seizures.
- ✓ **Seizures** - bursts of electrical activity that temporarily affect how the brain works.
- ✓ **Triggers** - things that make epileptic seizures more likely.
- ✓ **Fatigue** - a feeling of overwhelming tiredness.
- ✓ **Anti-epileptic drugs (AEDs)** - medicine taken to help control seizures.
- ✓ **Ketogenic diet** - a diet high in fats and low in carbohydrates and proteins.
- ✓ **Sudden cardiac arrest (SCA)** - a condition in which the heart suddenly and unexpectedly stops beating.
- ✓ **Commotio cordis** – a sudden trauma, such as a blow to the chest directly over the heart at certain points in the heartbeat cycle, that can cause sudden cardiac arrest.
- ✓ **Electrolytes** – minerals found in blood, urine and sweat that carry an electric charge when dissolved in water.

Big Questions

- 1) How are components of fitness relevant to different sports?
- 2) Can you justify why different components of fitness are relevant for different sports?
- 3) What fitness tests are used for each component of fitness?
- 4) Can you apply the components of fitness to a skilled performance?
- 5) What are the principles of training?
- 6) What are SMART goals?
- 7) What are methods of training and their advantages/disadvantages?
- 8) What factors should you consider when designing a fitness training programme?
- 9) How do you apply the principles of training to a fitness training programme?
- 10) How do you plan a fitness training programme?
- 11) How do you record your results from a fitness training programme?
- 12) What are the strengths and areas for improvement for your fitness training programme?

Topic Area 1: Components of fitness applied in sport

Key Terms:

- ✓ **Cardiovascular endurance** - the ability of the heart and lungs to get oxygen to the working muscles for use by the body.
- ✓ **Muscular endurance** - the ability of a muscle to sustain repeated contractions.
- ✓ **Aerobic** - with oxygen; oxygen is used to produce energy during low intensity, long-duration aerobic exercise.
- ✓ **Speed** - the maximum rate at which an individual is able to perform a movement.
- ✓ **Strength** - the extent to which a muscle or muscle group can contract against resistance.
- ✓ **Power** - the exertion of rapid muscular strength; it can be remembered as strength × speed.
- ✓ **Agility** - the ability to move and change direction quickly while maintaining control.
- ✓ **Balance** - the ability to maintain a position; this involves maintaining the centre of mass over the base of support.
- ✓ **Flexibility** - the range of movement possible at a joint.
- ✓ **Co-ordination** - the ability to use two or more body parts together (simultaneously) smoothly and efficiently.
- ✓ **Reaction time** - the time taken from the onset of a stimulus to the start of the reactive movement.
- ✓ **Maximum oxygen uptake (VO₂ Max)** – maximum volume of oxygen that can be consumed per minute / unit of time.
- ✓ **Protocol** - the accepted or established procedure for conducting a test.
- ✓ **Validity** - refers to how well a fitness test measures the component of fitness that it aims to test.
- ✓ **Reliability** - a fitness test is reliable if it can be repeated and gives similar results each time.
- ✓ **Maximal tests** – fitness tests that require maximal effort in order to produce a valid, comparable result.
- ✓ **Sub-maximal tests** - fitness tests that do not require maximal exertion.
- ✓ **PAR-Q** - physical activity readiness questionnaire.

Topic Area 2: Principles of training in sport

Key Terms:

- ✓ **SPOR** - principles of training: specificity, progression, overload and reversibility.
- ✓ **Specificity** - making training specific to the movements, skills and muscles that are used in the activity.
- ✓ **Progression** – gradually making training harder as it becomes too easy.
- ✓ **Overload** - working harder than normal.
- ✓ **Reversibility** – ‘use it or lose it’. If you stop training, you will lose fitness.
- ✓ **FITT** - principles of overload: frequency, intensity, time and type.
- ✓ **SMART** - principles of goal setting: specific, measurable, achievable, realistic and time bound.
- ✓ **Continuous training** - any activity or exercise that can be continuously repeated without suffering undue fatigue.
- ✓ **Aerobic training zone** – the optimal zone of training to make aerobic gains in the body to improve cardiovascular endurance and stamina.
- ✓ **Fartlek training** - ‘speed play’, which generally involves running, combining continuous and interval training with varying speed and intensity.
- ✓ **Interval training** – any training that involves periods of work and rest.
- ✓ **Circuit training** - a series of exercises performed at work stations with periods of work and rest.
- ✓ **Plyometric training** - repeated exercises such as bounding, hopping or jumping over hurdles, which are designed to create fast, powerful movements.
- ✓ **Eccentric contraction** - when a muscle contracts and lengthens.
- ✓ **Concentric contraction** - when a muscle contracts and shortens in length.
- ✓ **Resistance training** - training that involves working against some kind of force that ‘resists’ the movement.
- ✓ **Hypertrophy** - an increase in muscle size as a result of training.
- ✓ **High-intensity interval training (HIIT)** – training that involves periods of very high-intensity work and rest.

Big Questions

- 1) How are components of fitness relevant to different sports?
- 2) Can you justify why different components of fitness are relevant for different sports?
- 3) What fitness tests are used for each component of fitness?
- 4) Can you apply the components of fitness to a skilled performance?
- 5) What are the principles of training?
- 6) What are SMART goals?
- 7) What are methods of training and their advantages/disadvantages?
- 8) What factors should you consider when designing a fitness training programme?
- 9) How do you apply the principles of training to a fitness training programme?
- 10) How do you plan a fitness training programme?
- 11) How do you record your results from a fitness training programme?
- 12) What are the strengths and areas for improvement for your fitness training programme?

Topic Area 3: Organising and planning a fitness training programme

Key Terms:

- ✓ **One rep max** – the maximum weight that can be lifted once (one repetition).
- ✓ **Adaptability** - flexibility to adapt a programme if, for any reason, the session being performed cannot be followed precisely.
- ✓ **Objective measures** – facts that provide figures/ numbers, which can allow a performer to monitor improvement.



Figure 2.36 One rep max refers to the maximum weight that can be lifted once

Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme



Figure 2.38 Stretching forms a vital part of warm up and cool down routines

Target area	Suitable activity
Cardiovascular endurance/stamina	Specific exercises: any aerobic activity, for example cycling, swimming, jogging, walking, rowing Overload intensity: 60–80 per cent of maximum heart rate (220 – age) Time: 20 minutes or more of activity, three to four times per week
Muscular strength	Specific exercises: use of high resistance, for example weights, resistance machines, body weight Overload intensity: 70 per cent or more of one rep max (maximum lift); three sets of six to eight repetitions Time: 30 minutes or more
Muscular endurance	Specific exercises: use of low resistance, for example weights, resistance machines, body weight Overload intensity: less than 70 per cent of one rep max (maximum lift); three to four sets of 10–15 repetitions Time: 30 minutes or more
Agility	Specific exercises: shuttles or circuits that involve speed work while changing direction, for example sprinting round cones, ladder running Overload intensity: work : rest ratio of 1 : 3 (30 seconds work with 90 seconds rest between different exercises) Time: 30 minute sessions, two or three times per week
Speed	Specific exercises: use speed ladders, sprints, interval sprints Overload intensity: work : rest ratio of 1 : 3 (30 seconds work with 90 seconds rest between different exercises) Time: 30 minutes or more
Power	Specific exercises: interval training – high-intensity, short sharp activities; acceleration sprint training; plyometric training, for example box jumping and hurdle jumps Overload intensity: for example, box jumps with three to six sets of 8–15 repetitions, depending upon the stress of the exercise being done; sprints with a work : rest ratio of 1 : 3 (30 seconds work with 90 seconds rest between sprints) Time: 30 minutes or more
Balance, flexibility, co-ordination or reaction time	Specific exercises: use of predesigned circuit to include flexibility stretches, co-ordination drills or balancing exercises Overload intensity: two to three sets of 12 reps with 30-second recovery intervals Time: 30 minutes or more

Big Questions

- 1) What is the function and role of the cardio-respiratory system?
- 2) How is technology used to inform us about the cardio-respiratory system?
- 3) What are the components and role of the musculo-skeletal system?
- 4) How is technology used to inform us about the musculo-skeletal system?
- 5) What are the short-term effects of exercise on the cardio-respiratory system?
- 6) What are the short-term effects of exercise on the musculo-skeletal system?
- 7) What are the long-term effects of exercise on the cardio-respiratory system?
- 8) What are the long-term effects of exercise on the musculo-skeletal system?

Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities

Key Terms:

- ✓ **Atria** - upper chambers of the heart that collect blood from veins.
- ✓ **Ventricles** – lower chambers of the heart that pump blood out through arteries.
- ✓ **Valves** - prevent the backflow of blood.
- ✓ **Deoxygenated** – venous blood (in veins) that does not carry oxygen.
- ✓ **Oxygenated** - arterial blood (in arteries) that carries oxygen.
- ✓ **Arteries** - blood vessels that mainly carry oxygenated blood away from the heart.
- ✓ **Capillaries** - tiny, thin walled blood vessels that join arteries (which carry blood away from the heart) and veins (which carry blood back to the heart).
- ✓ **Alveoli** - tiny air sacs in the lungs.
- ✓ **Veins** - blood vessels that mainly carry deoxygenated blood back to the heart.
- ✓ **Trachea** - tube connecting the mouth and nose to the lungs.
- ✓ **Lungs** - large spongy organs in chest; used for gas exchange.
- ✓ **Bronchi** - airways that lead from the trachea into the lungs.
- ✓ **Bronchioles** - air passages inside the lungs that connect the bronchi to the alveoli.
- ✓ **Diaphragm** - dome-shaped muscle causing inhalation and exhalation.
- ✓ **Radial pulse** - heart rate that can be felt at the wrist.
- ✓ **Carotid pulse** - heart rate that can be felt at the neck.
- ✓ **Vasoconstriction** – reduction in the diameter of a blood vessel to reduce blood flow through that vessel.
- ✓ **Vasodilation** - widening in the diameter of a blood vessel to increase blood flow through that vessel.
- ✓ **Cardiac output** – the volume of blood that the heart is able to pump out in one minute.
- ✓ **Stroke volume** – the volume of blood that leaves the heart during each contraction.

Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements

Key Terms:

- ✓ **Clavicle** - the collarbone.
- ✓ **Scapula** - the shoulder blade.
- ✓ **Humerus** - bone in the upper arm.
- ✓ **Radius** - bone of the forearm; attaches to the thumb side of the wrist.
- ✓ **Ulna** - bone of the forearm; forms the point of the elbow.
- ✓ **Cranium** - skull bone, which surrounds the brain.
- ✓ **Ribs** - bones surrounding the heart and lungs, forming the chest cavity.
- ✓ **Sternum** - flat bone at the front of the chest, sometimes called the breastbone.
- ✓ **Vertebrae** - many single bones joined together to form the backbone.
- ✓ **Femur** - long bone of the thigh or upper leg, which extends from the hip to the knee.
- ✓ **Tibia** - the shin bone; forms knee joint with the femur.
- ✓ **Fibula** - bone in the lower leg that forms the ankle.
- ✓ **Patella** - the kneecap; covers the knee joint.
- ✓ **Deltoids** - muscles on shoulder joint that move the upper arm.
- ✓ **Trapezius** - muscle at the top of the back that moves the scapula and head.
- ✓ **Latissimus dorsi** – muscle at the side of back that moves the upper arm.
- ✓ **Pectorals** - muscles in the chest that move the upper arm.
- ✓ **Biceps** - muscles at the front of the upper arm.
- ✓ **Triceps** - muscles at the back of the upper arm.
- ✓ **Abdominals** – stomach muscles that protect internal organs.
- ✓ **Gluteals** - buttock muscles, which are used when running.
- ✓ **Hamstrings** - muscles at the back of the upper leg.
- ✓ **Quadriceps** - muscles at the front of the upper leg.
- ✓ **Gastrocnemius** - one of the calf muscles; used in walking.
- ✓ **Soleus** - one of the calf muscles; used in walking.

Big Questions

- 1) What is the function and role of the cardio-respiratory system?
- 2) How is technology used to inform us about the cardio-respiratory system?
- 3) What are the components and role of the musculo-skeletal system?
- 4) How is technology used to inform us about the musculo-skeletal system?
- 5) What are the short-term effects of exercise on the cardio-respiratory system?
- 6) What are the short-term effects of exercise on the musculo-skeletal system?
- 7) What are the long-term effects of exercise on the cardio-respiratory system?
- 8) What are the long-term effects of exercise on the musculo-skeletal system?

Key Terms (continued Topic 1):

- ✓ **Systolic blood pressure** - blood pressure when the heart is contracting.
- ✓ **Diastolic blood pressure** - blood pressure when the heart is relaxed.
- ✓ **Inhalation** - breathing in.
- ✓ **Exhalation** - breathing out.
- ✓ **Intercostal muscles** - muscles located between the ribs.
- ✓ **Diffusion** - the movement of a gas from an area of high concentration to an area of low concentration.
- ✓ **Wearable technology** - technology worn on the body during exercise to provide data.
- ✓ **Laboratory-based technology** - the use of technology inside a laboratory to provide data.
- ✓ **Field-based technology** - technology that can be used to provide data outside of a laboratory in the setting where sports take place, for example a football pitch.
- ✓ **Spirometer** - machine that produces a spirometry trace of breathing volumes.
- ✓ **Vital capacity** - amount of air expelled from your lungs when you take a deep breath and then exhale fully.
- ✓ **Pulse oximeter** - device used to measure how efficiently oxygen is being carried to the extremities by the heart (blood oxygen level).



Figure 3.18 Smartwatch

Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems

Key Terms:

- ✓ **Anticipatory rise** - slight increase in heart rate before exercise.
- ✓ **ROM** - range of movement.

Key Terms (continued Topic 2):

- ✓ **Synovial joint** - a freely moveable joint.
- ✓ **Ball and socket joint** - ball shaped end of bone fits into the socket of another, for example the hip.
- ✓ **Hinge joint** - end of bone fits against another bone allowing movement in only one direction, for example the knee.
- ✓ **Gliding joint** - one bone can slide over another, for example the carpals in the wrist.
- ✓ **Pivot joint** - rounded end of one bone fits into a ring formed by the other bone, for example the vertebrae of the neck, which allow head rotation.

Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems

Key Terms:

- ✓ **Fast twitch fibres** - muscle fibres that contract quickly and/or with high force; used during high-intensity work.
- ✓ **Slow twitch fibres** - muscle fibres that contract with a low force but do not fatigue quickly.
- ✓ **Bradycardia** - decrease in the resting heart rate because of training.
- ✓ **Goniometer** - device used to measure flexibility (range of movement at a joint).
- ✓ **Lung capacity** - the amount of air the lungs can hold.
- ✓ **Tidal volume** - the amount of air breathed in and out at rest.
- ✓ **Bone density** - the amount of bone mineral in bone tissue.
- ✓ **Capillarisation** - an increase in the number of capillaries as a result of endurance training.
- ✓ **Heart disease** - when the heart's blood supply is blocked or interrupted by a build-up of fatty substances in the coronary arteries that supply the heart with blood.
- ✓ **Heart attack** - medical emergency in which the supply of blood to the heart is suddenly blocked.

Big Questions

1. **Who is Siddhartha Gautama?**
2. **What did Siddhartha Gautama believe?**
3. **What is enlightenment?**

What are the 4 sights?

Siddhartha Gautama grew up in the place with his father who was king. When he left the palace he saw 4 sights that changed his life forever. These four sights were:

Sickness

Old age

Death

Holy man

Siddhartha didn't like that there was all this suffering so he left in search for meaning and purpose to life.

Asceticism

To be an ascetic is to avoid all forms of pleasures or luxuries in life. After he had seen the four sights the buddha tried to be an ascetic but decided that this was not the way to achieve enlightenment.

Enlightenment and the 3 watches of the night.

The buddha found enlightenment through meditation. He decided that he would not move until he had achieved it. He had got rid of the three poisons in his body (greed, ignorance and hatred). He had avoided the temptations of mara and he became awake he achieved enlightenment.

The buddha realised three things. These are called the watches of the night: Buddha made three realisations when he was meditating these are:

1. **FIRSTLY** Gautama gained knowledge of all his previous lives
2. **SECONDLY** Gautama understood the repeating of the cycle of life, death and rebirth – understood KARMA (action) and ANATTA (no fixed self)
3. **THIRDLY** Gautama understood why suffering happens and how to overcome it

What are the 4 noble truths?

1. We all suffer
2. We suffer because our wants and desires
3. We can stop suffering if we want less.
4. We can achieve this by following the 8 fold path.

Mara and the 4 temptations

He tried to stop him in the following ways:

- He sent his daughters down to seduce Siddhartha
- He sent his armies to attack Siddhartha
- He offered Siddhartha control of his kingdom
- Mara himself tried to attack him.

Key words:

Enlightenment – to be awoken or become aware of reality.

Sangha – the Buddhist community

Dharma – nature of reality the buddha's teachings.

Meditation - Meditation is a practice where an individual uses a technique – such as mindfulness, or focusing the mind on a particular object, thought, or activity – to train attention and awareness, and achieve a mentally clear and emotionally calm and stable state.

Karma – word that means action – every action has a consequence.

Reincarnation – the idea you are reborn into a new body when you die.

Precept – a rule.

Samsara – the life cycle within dharmic religions.

Asceticism – avoiding luxuries or pleasures for spiritual gain.

Quick facts!

Holy book – various – Vedas
Dhammapada.

Age of religion- 2500 years old

Place of worship – Vihara

Name of followers – Buddhist

Number in the UK – 37 238,626

BIG QUESTIONS

What is characterisation?

How can physical performance skills and vocal skills be incorporated into a performance?

How can drama techniques be incorporated into a performance?

Why is discipline important in a performance?

What are the differences between the two styles – Naturalism and Abstract Theatre?

What is the difference between devising and a scripted performance?

Performance Skills

Planned Movement	Physical actions that are organised prior to the performance and then rehearsed.
Positioning	Arranging an actor in a place/way. Where the actor is facing.
Posture	How the body is held.
Body Language	Movements with the body, that communicate feeling.
Eye Contact	Where the actor is looking.
Space	How the environment is used.
Levels	How high or low an actor is positioned on stage.
Vocal Skills	How the voice is used to communicate emotion and character.
Gestures	Using your hands to further express meaning or emotion.
Facial Expressions	Showing mood through the movement of your face.

3PBEDSLVGF

Physical performance skills are the ways the use body can be used to communicate character or meaning.

Always remember to remain disciplined when performing.

Vocal Skills

Pitch	How high or low your voice is.
Pace	How fast or slow you speak.
Pause	A moment of silence.
Projection	How far and clearly you speak enable your voice to travel across the room.
Tone	Using your voice to show mood.
Emphasis	Exaggerating particular words or phrases in a sentence.
Accent	A distinctive pronunciation which shows location. This can be linked to country or area.
Volume	How loud or quiet you are speaking.

4P'STEAV

The way in which the voice is used to communicate. Vocal skills can be used to communicate character. The more the audience can understand about a character, the greater the understanding of the narrative of the performance.

Drama Techniques	What would it look like on stage?
Thought Track	Character telling their thoughts to the audience
Monologue	A speech spoken by one character
Choral Speaking	A group of actors speaking at the same time
Slow motion	Slowing movement down
Flashback	A scene from the past
Cross Cutting	Mixing up the order of scenes
Narration	A spoken commentary for the audience about the action on stage
Organic Sound	A sound made by the actors (not recorded)
Synchronisation	Actors moving at the same time
Canon	Moving one after the other
Multi-role	One actor playing more than one role
Hot Seating	Questioning an actor in role
Still Image	A frozen moment in a scene
Physical Theatre	Using your body to create objects
Mime	Performing an action with no props
Mirroring	2 actors facing each other moving at the same time
Split Role	One role that is played by more than one actor
Flash forward	A scene from the future
Tableau	A still image that captures the whole scene/story
Repetition	A sound/movement that is repeated
Marking the Moment	When a moment in a scene is emphasised

Style: Naturalism

Naturalism uses realistic acting and in-depth characterisation.

- Subtext
- Relationships
- Personality
- Situation
- Motivation

Movement is planned carefully, making sure every action has a meaning behind it.

Set/costume/props/sound are used as part of a Naturalistic performance however drama techniques are NOT used!

Style: Abstract Theatre

Theatre that is non-naturalistic.

Drama techniques are included in performances to present a narrative or theme in an alternative or unconventional way.

Drama techniques are used to enhance an abstract performance, making it more engaging for the audience.



BIG QUESTIONS

How can a dancer check a skill for improvement?

Describe a motif. Do you have an understanding of action, space and dynamics. Do you understand the term 'motif'?

How could you develop your motif [choose missing word]

- spatially?
- Using action?
- Using dynamics?
- Using relationships?
- Using choreographic devices?

Name an exercise to improve a physical skill.

Can you identify examples of the 5 basic body actions?

What rehearsal methods can a dancer do to improve their work?

Breakdown:

SECTION A: CHOREOGRAPHY AND PERFORMANCE SKILLS (30 MARKS)

1. Choreography Questions: You will be given a stimulus. This could be an image, text, an object, an idea. You will be asked for a dance idea/ choreographic intent based on this stimulus. You will then be asked a range of questions about how you might choreograph a dance based on the dance idea. You must ensure you are linking your answer to the stimulus. The range of questions will be based on choreographic skills; action content, relationship content, spatial content, dynamic content and choreographic devices.
1. Performance Skills Questions: You will be asked short answer questions based on your knowledge of performing skills. Performance skills are referring to safe practice, physical, expressive, mental and technical skills

You must be able to **IDENTIFY AND DEFINE** all expressive, physical, mental and technical skills

You must also be about to write about how you have used the skills in your own work – choreography, performance piece, rehearsals and set phrases.

Outline a choreographic intent in response to the stimulus – YOU MUST REFER TO THE STIMULUS

Example: Stimulus is a volcano.

My dance idea would be about someone dealing with anger.

The lava simmering in a volcano would represent the emotions of a person building up. The eruption of this person's emotions represents the eruption of the volcano. Finally, the destruction caused by the volcano would be evident in the dance as the person realised the consequences of their outburst.

Improvement of Skills Checklist

- Teacher feedback
- Peer feedback
- Record yourself, watch back the video, self-evaluate
- Use the mirrors

You may be asked to name how you could use action/space/dynamics/relationships/choreographic devices in response to your chosen dance idea. **MAKE SURE YOU REFER TO THIS IDEA**

If asked to describe how you could develop a previous question make sure you refer to the correct terminology and give an example.

EG:

1. Name a travelling action you could choreograph for your dance – a fan roll
2. Develop the travelling action you have given in the previous question – the fan roll becomes a moment of contact and changes into a fan lift

1. Name an action you could choreograph for your dance – a lunge with right arm swipe to left side
2. Develop the action you have given in the previous question spatially – the lunge instead is a lean on the knees to the right side – this is change of level and direction

Describe a motif for your dance idea.

YOU MUST REFER TO ACTION, SPACE AND DYNAMICS!

Every action you write down write the space and dynamic straight after it. You must refer to all three in order to get the marks. Ensure you describe at least 4 actions. When describing a motif – assume it is for a solo dancer

Example:

The dancer would straight jump quickly to face the left landing in a parallel position. The dancer would then fan roll abruptly towards the downstage (and so on...)

Describe an exercise you could do to
Improve (skill) / Cool down / Warm up

You must

- describe the exercise in full not just an action – be specific EG: don't just say do lunges
- refer to frequency, intensity and time – how many reps, comment on difficulty and how long for

Example:

Hold a plank for 30 seconds, rest for 10 seconds hold again for 30 seconds. Complete this cycle 3 times with a one-minute break in between. Hold the plank with elbows on the floor – ensure your body is correctly aligned and ensure your hips are down with your head looking just in front of you. Engage the core. Complete this exercise every day for a week. In week two increase the length of time you are holding the plank to 40 seconds. Each week increase by ten seconds.

THE QUESTIONS WILL BE STRUCTURED LIKE THIS:

TIPS:

- **Know your skills**
- **Be careful! Some of these questions are tied to others. This means if you get one wrong, the next one might be wrong too.**

Know the difference between an exercise to improve performance and a rehearsal method.


1. Which of the words below is a **physical skill**? [1 mark]

Alignment Turn Musicality

2. Define the physical skill you identified [1 mark]

3. Describe a short movement phrase that includes the physical skill identified. Your answer should refer to action, space and dynamics . [3 marks]

4. What advice would you give to a dancer that needs to improve their musicality? [1 mark]

5. Place a  in the box next to the correct definition of **projection** in performance.[1 mark]

The overall shape and structure of the dance.

The energy the dancer uses to connect with and draw in the audience. The use of the eyes to enhance performance.

Dance that tells a story.

6. Outline **one** rehearsal method that would improve projection. [1 mark]

What will the question ask?

A range of questions about performance skills.

These could include:

- Definitions
- Exercises
- Rehearsal methods
- Advice to dancers
- Phrase description
- Safe practice

What do I need to know

- Physical Skills
- Technical Skills
- Expressive Skills
- Mental Skills
- Safe Practice

How do I need to answer ?

- Short and to the point.
- No extended writing in this section.
- 1-4 mark questions.
- Phrase descriptions can be just two sentences.

Homework Links

- **AQA subject specific vocabulary**
- **Use folder handouts**

BIG QUESTIONS

How can the use of dynamics support the choreographic intent of a performance?

How can the use of actions support the choreographic intent of a performance?

How can the use of space support the choreographic intent of a performance?

How can the use of relationships support the choreographic intent of a performance?

SECTION B: EXPLAINING YOUR OWN CHOREOGRAPHY/PERFORMANCE (18 MARKS)

The questions will ask you to talk about different skills in relation to your OWN WORK. You may be asked questions based on the set phrases, performance piece, choreography or your overall process. You will be asked to answer 3 x 6 mark questions. Each question requires you to identify and explain a minimum of 3 points in order to achieve the full marks.

Example: Explain how your use of _____ supported your choreographic intent

Explain how your use of **SPACE** supported your **choreographic intent**.
The **choreographic intention** for my dance was magnetic force. One of the main ways I used **space** was to use a variety of different **levels**. **For example**, at the beginning of the dance one dancer stood up with arms pushed downwards and the second dancer crouched in front of her on the floor with head low. **This was to show** the force of a magnet pushing down and repelling an object.

Step 1: Outline what the choreographic intent of your choreography is

Step 2: Introduce the term space and identify one way of using space

Step 3: Give a specific movement example/ examples

Step 4: How did this show your choreographic intent

Make sure you are writing about 3-4 different categories of space

EG: levels, direction, pathways, size of movement

DO NOT WRITE ABOUT 4 DIFFERENT WAYS YOU HAVE USED ONE IDEA (EG: 4 DIFFERENT EXAMPLES OF HOW YOU HAVE USED LEVELS – **YOUR ANSWER MUST BE VARIED**)

Example of questions:

Explain how your use of _____ supported your choreographic intent

Or

Explain how your use of _____ contributed to the overall effectiveness of your choreography.

Space
Dynamics
Action
Relationships
Choreographic Devices
Structure

Make sure you understand what components fall into each of the categories listed above.

**Overall effectiveness question –
answer in the same way except include an evaluation**

The key points to think about are....

- Why did the use of [space] create impact for my dance?
- Why do I think the use of [space] was effective in communicating my dance idea?
- Why do I think the use of [space] was a strength?
- If you created the choreography again, would you do anything differently with regards to the use of [space]

Ways to start evaluations (sentence starters)

I think this was effective because.....

I think this created a highlight because

This was important because.....

This created impact because.....

This successfully showed.....

Performance Piece / Set Phrase – 6 mark question

What will the question ask?

The question could ask you to talk about : EITHER your performance in a duet/ trio OR your performance of the set phrases.

What do I need to know

1. All of the skills listed in Chapter 1. **Do you know them?** *Go back and check if not.*
2. The performance that you did for your GCSE Dance practical exam.
3. The skills used in your two set phrases.

How do I need to answer ?

- Extended writing worth 6 marks per question.
- State your dance idea [or state your set phrases]
- Give an example of where you used the skill the question asks for
- Explain how the skill made your dance effective.
- Evaluate why it was effective.
- Repeat x 2-4 times

**How can the use of
choreographic devices
support the
choreographic intent of a
performance?**

**How can the use of aural
setting support the
choreographic intent of a
performance?**

**How can the use of
structure support the
choreographic intent of a
performance?**

BIG QUESTIONS

Define all skills listed.

Can you identify and offer specific movement examples of the 5 basic body actions?

How do expressive skills contribute to the overall performance of a piece of dance?

How do physical skills contribute to the overall performance of a piece of dance?

What is the difference between mental skills for process and mental skills for performance?

How might a dancer improve their expressive skills?

How can a physical skill be improved over time?

Can you define each of the 5 basic body actions?

Physical Skills: aspects enabling effective performance

Posture – The way the body is held

Alignment – Correct placement of body parts in relation to each other

Balance - A steady or held position achieved by an even distribution of weight

Coordination – The efficient combination of body parts

Control – The ability to start and stop movement, change direction and hold a shape efficiently

Flexibility - The range of movement in the joints (involving muscles, tendons and ligaments)

Mobility – The range of movement in a joint; the ability to move fluently from action to action

Stamina – Ability to maintain physical and mental energy over periods of time

Extension – Lengthening of one or more muscles or limbs

Isolation: an independent movement of part of the body

Expressive Skills: aspects that contribute to performance artistry and that engage the audience.

Projection – The energy the dancer uses to connect with and draw the audience in

Focus – The use of the eyes to enhance performance or interpretative qualities

Spatial awareness – Consciousness of the surrounding space and its effective use

Facial expressions – use of the face to show mood, character or feeling

Phrasing – The way in which the energy is distributed in the execution of a movement phrase

Musicality – the ability to make the unique qualities of the accompaniment evident in performance

Sensitivity to other Dancers – Awareness of and connection to other dancers

Mental Skills: skills in preparation for a performance

Systematic repetition – repeating something in an ordered way

Mental rehearsal – thinking through or visualising the dance

Rehearsal discipline – attributes and skills required for refining a performance – effective use of a rehearsal and time

Planning of rehearsal – organisation of when to go over material

Response to feedback – implementing changes and making improvements based on feedback/opinion given to you

Capacity to improve – willing to make changes and better, relearn, implement or adapt to make something better

Mental Skills: skills needed during a performance

Movement memory – the automatic recall of learned movement material without conscious thought

Commitment – dedication to a performance

Concentration – the power to focus all of one's attention

Confidence – the feeling or belief that one can have in one's performance or work

Technical Skills: the accuracy of content

- **Action Content**; 5BBA, use of different body parts
- **Spatial Content**; size, direction, level, pathway
- **Dynamic Content**; flow, speed, force
- **Relationship Content**; lead and follow, mirroring, action and reaction, accumulation, complement and contrast, counterpoint, contact, formations
- **Timing Content**
- **Rhythmic Content**

The Five Basic Body Actions: 5BBA
Jump, Turn, Travel, Stillness and Gesture

What is the overall impact of technical skills in a performance?

What is the acronym to remember physical skills?

Describe an exercise you could do to improve strength.

Describe an exercise you could do to improve your mental skills and how could this be developed over time?

Why do we need movement memory?

Homework Links

<https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>

Key Vocabulary

You must be able to identify and define **ALL** vocabulary listed.

You must be able to distinguish what category each skill falls under

EG: strength is a physical skill NOT a mental skill

BIG QUESTIONS

How can a motif be developed through action content?

How can a motif be developed through spatial content?

How can a motif be developed through dynamic content?

How can a motif be developed through relationship content?

Can you identify and define each content category?

What is action content?

What is dynamic content?

What is relationship content?

What is spatial content?

What is rhythmic content?

A motif – a section or phrase of a dance (performed by a soloist)

A motif should always refer to action, space and dynamics

Technical Skills: These include accuracy of action, timing, dynamic, rhythmic and spatial content and the reproduction of movement in a stylistically accurate way.

There are 6 technical skills. Each category is followed by the word 'content'.

1. Action content

2. Dynamic content

3. Spatial content

4. Relationship content

5. Timing content

6. Rhythmic content

Action Content: the movement

A range of action content must be used in your practical work.

You must show variation of the 5 Basic Body Actions; travel, turn, gesture, stillness and jump

You may choose to develop a motif through action content using the checklist below.

- Adding an action to a phrase
- Taking an action away
- Repeating an action
- Performing an action on a different body part
- Re-order motif

Example:

Motif = jump, turn, seat roll, reach arms to ceiling, fall

Motif developed = jump, jump, seat roll, reach arms to ceiling, fall
handstand (jump repeated, turn taken away, new action added)

Dynamic Content: how an action is performed

A range of dynamic content must be used in your practical work.

Fast/slow – **speed**

Sudden/sustained – **execution**

Acceleration/deceleration – **tempo**

Strong/light – **force**

Direct/indirect – **route**

Flowing/abrupt – **flow**

A range of dynamics must be included in your practical work. When describing a movement always refer to a dynamic.

Example:

- jump slowly
- abruptly turn to face the front and then reach your arms out to the sides in a strong motion

Rhythmic Content: repeated patterns of sounds or movements

A range of rhythmic content must be used in your practical work.

Relationship Content: with who the action is performed

A range of relationship content must be used in your practical work.

Mirroring – reflecting the actions of another dancer as if there is a mirror line
Example: dancer 1 extends right arm whilst leaning to the right but dancer 2 extends left arm to the left

Action and reaction – a dancer responds to the action of another dancer's action

Example: dancer 1 elbows to left, dancer 2 falls to floor after dancer 1 has performed their action

Accumulation – the movements are added to existing movements in a successive manner

Example: A, AB, ABC = jump, jump + turn, jump + turn + slide

Complementary – perform actions or shapes that are similar but not exactly the same as another dancer's actions

Example: dancer 1 performs seat roll whilst dancer two performs an elevated turn

Contrast – movements or shapes that have nothing in common

Example: fast dynamics of sharp elevated actions vs slow fluid arm gestures

Counterpoint – when dancers perform different phrases simultaneously

Example: floor phrase in one place vs elevation

Contact – a moment of physical contact which could be in the form of a counterbalance, touch or lift

Example: fan lift, hand on shoulder, and sacrifice lift

Formations – where the dancers stand in the space

Example: zig zag, circular, vertical line, diagonal line, horizontal line, cluster, sporadic

Spatial Content: where an action is performed

A range of spatial content must be used in your practical work.

Pathways; circular, linear, diagonal, zig – zag

Levels; floor work, mid-level, standing, elevation

Direction; left, right, front, back, diagonal front, diagonal back

Size of movement; small, medium and large

Spatial design; upstage, centre stage, downstage, stage right, stage left

You may choose to develop a motif through spatial content using the checklist above.

Example:

Change of levels

Version 1: Reach right arm to ceiling, left arm up to ceiling whilst jumping in the air.

Version 2: The dancer could kneel and perform the same arm actions.

Timing Content: The use of time or counts when matching movements to sound and/or other dancers

A range of timing content must be used in your practical work.

Give examples of formations.

Describe a motif that includes contrast and complementary.

Why might a choreographer use mirroring in their dance work?

When performing contact, how can dancers perform safe practice?

Why might a choreographer use levels in their dance work? What could levels represent?

Homework Links

<https://www.aqa.org.uk/resources/dance/gcse/dance/teach/subject-specific-vocabulary>

Key Vocabulary

You must be able to identify and define **ALL** vocabulary listed. You **MUST** be able to give movement examples of each skill listed.

BIG QUESTIONS

- Can you define 'business ethics'?
- Can you give examples of businesses behaving ethically and unethically?
- Can you explain the possible benefits and drawbacks of a business behaving ethically?

Ethics is:
about what is
right and wrong

Ethics involves treating workers, suppliers and customers right however what is right and wrong changes over time so it can be hard for businesses to keep up.

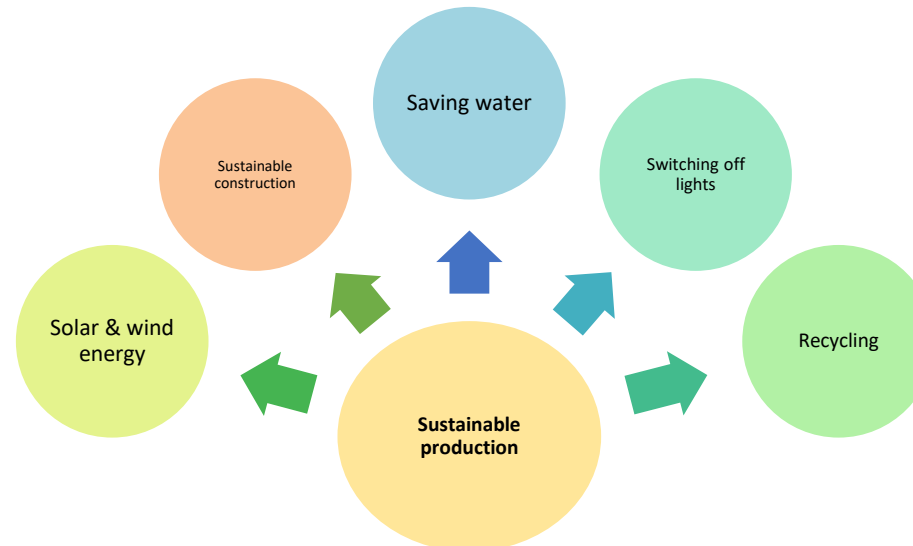
Ethical marketing
Marketing activities that seek to give customers information to make good choices

Environmentally friendly
Describes consumers and businesses that act to make production sustainable

Sustainable production
The share of the total market for a product

Benefits of being environmentally friendly

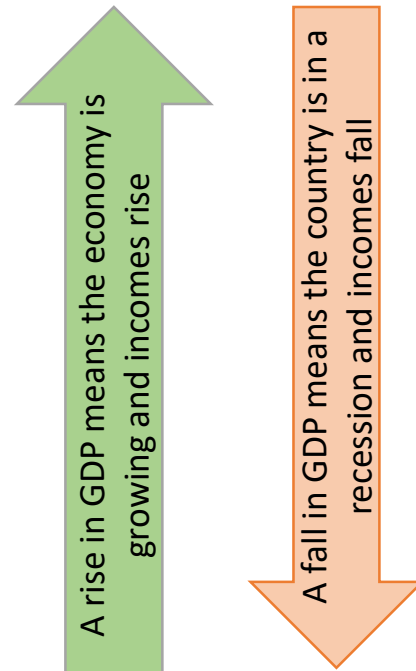
Increased sales	Reduced costs
Reduced tax bills	Reduce resource scarcity



BIG QUESTIONS

- Can you define interest rates?
- Who sets the UK interest 'base' rate?
- What does 'Gross Domestic Product' mean?
- Why is consumer spending important to the economy?
- Can you recommend strategies that businesses can use to respond to changes in the economic climate?

Economic climate: refers to how well the country is doing in terms of the levels of income and employment



	Response to economic change
Production	<ul style="list-style-type: none">▪ Sell the product at a lower cost to beat competition (<i>less profit though!</i>)▪ Improve quality control to reduce wastage▪ Increase productivity through technology
HR	<ul style="list-style-type: none">▪ Increase productivity by motivating workers
Finance	<ul style="list-style-type: none">▪ Reduce costs by improving cash flow, reducing interest payments on overdrafts or loans▪ Change loans to get a lower interest rate
Marketing	<ul style="list-style-type: none">▪ Change the marketing mix<ul style="list-style-type: none">- Change the product to appeal to different customers- Increase promotion- Different pricing strategies- Sell using e-commerce

Homework: Read the case studies on Jaguar Land Rover and Aldi and answer the questions explaining how employment levels and GDP effect these businesses

Income

The amount of money people receive from work

Customers

Buyers of goods and services

Consumer income

The total amount of income that all customers in the country receive

BIG QUESTIONS

- Can you state two advantages of moving production abroad?
- Can you define MNC?
- Can you analyse two impacts of globalisation on a business?

Globalisation is:
the process by which business activity around the world has become increasingly interconnected

International branding

Creating an image or values for a product in different countries

Multinational companies

Businesses that operate in different countries

Productivity

A measure of output of each worker on average

Free trade

The absence of restrictions on trade between countries

Pros of a UK business locating abroad

- Lower labour costs
- Lower costs
- Expertise
- Skilled workers
- Demand

Cons of a UK business locating abroad

- Quality control
- Poor communications
- Transport
- Loss of UK sales
- No skilled labour
- Costs of moving

Influences on business

Ethical and environmental considerations

There could be negative implications if businesses don't follow UK guidelines in other countries

The economic climate

This will influence whether or not a business is willing to operate there - if low income the business will suffer

BIG QUESTIONS

- Can you define the term 'economic climate'?
- Can you explain the possible impact of changes in the economic climate on businesses?
- Can you analyse how businesses may respond to changes in the economic climate?
- Can you recommend strategies that businesses can use to respond to changes in the economic climate?

Globalisation Revision questions

1. State two advantages of moving production abroad.
2. Define the term 'globalisation'.
3. Explain how being environmentally friendly could affect the finance department.
4. Analyse how being environmentally friendly can benefit a business.
5. Analyse two impacts of globalisation on a business.
6. Evaluate how a rise in income could affect different business functions.

BIG QUESTIONS

- How do I answer the 9 mark GCSE question?

THINK DACE!

Definition

Application

Counter-argument

Evaluation

Definition - Is there a term in the question that can be defined? (if no, do not force a definition, go straight into Application.)

Example – Analyse the effectiveness of a partnership as a form of business ownership?
‘A partnership is when two or more people come together to start a business.....’

Application

- Apply your understanding/knowledge
- Link the answer to the case study **(A02)**
- What are the advantages?
- Make sure to explain all knowledge applied

Example – *One advantage of a business taking the form of a partnership would be.....This is an advantage because.....*

Counter-argument (A03a)

- Are there disadvantages?
- Link answer to counteract the advantages. **(A02)**
- No disadvantages? *What would happen to the business without it?*

Example – *However, a disadvantage of this business ownership would be.....This is a disadvantage because.....*

Evaluation (A03b) - Summarise the advantages against the disadvantages! State your opinion, make sure you explain why you have come to this decision? Relate back to the business and the effects it would have.

Example – *In conclusion, I think a partnership is an effective form of ownership because...*

Big Question – How do I achieve A02 (application) marks?

A number of questions in the exam will ask you a direct question about a particular business from the case study. You need to make sure that you always APPLY your knowledge to that particular business in your answer. This will allow you to achieve an additional AO2 mark (APP) every time.

Here's an example....

Question - Analyse one way in which Redrow Homes could use Group Activities when selecting new apprentices? (3 marks)

Answer 1 - Redrow Homes could use group activities as it would allow them to see how well potential apprentices work together on a task. ✓ This will highlight if they have good communication skills. ✓ (Only 2 marks have been awarded here as the answer was not applied specifically to the business).

Answer 2 - Redrow Homes can assign a task where all the applicants work together ✓ to solve a problem relating to a scenario on a building site. ✓ This allows the interviewers to observe candidates' interpersonal skills ✓ (3 marks have been awarded as the answer is applied to Redrow Homes and a scenario using a building site).

Don't forget the TESCO TEST!



Remember that the application mark (A02) is more than just writing the name of the business. If you can put TESCO in your answer and it still makes sense, you have not specifically applied it to the business from the case study.

**Answer 2 would not make sense if you replaced Redrow Homes with Tesco. This is because the answer specifically talks about a building site. Application mark secured! ✓*

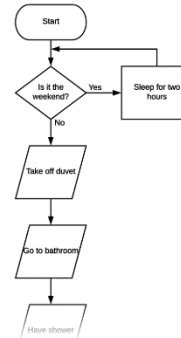


BIG QUESTIONS

1. How do organisations show how the information and data flows around a system?
2. Why would an organisation need to know how data and information travels around a system?
3. How do organisations use tables and written information to interpret and explain systems and data?
4. What are the key symbols used for DFD's, IFD's, Flowcharts and system diagrams?

Flowcharts

- A flowchart is often a way to present the steps required in a task
 - They are easy to understand
 - They are less likely to be misunderstood than a list of text
- Now complete the rest of the flow chart with these steps:
 - Brush teeth
 - If it's a school day find school uniform
 - Get dressed
 - Have breakfast

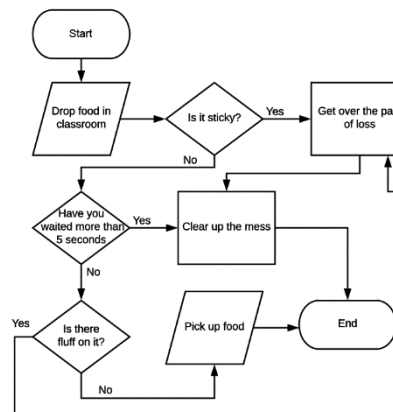


Flowchart symbols

- Standard shapes are used for different operations when drawing a flowchart



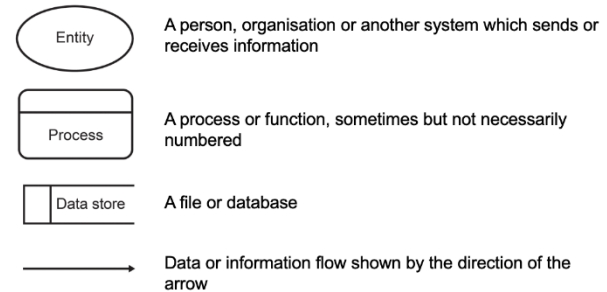
Example: 5 second rule



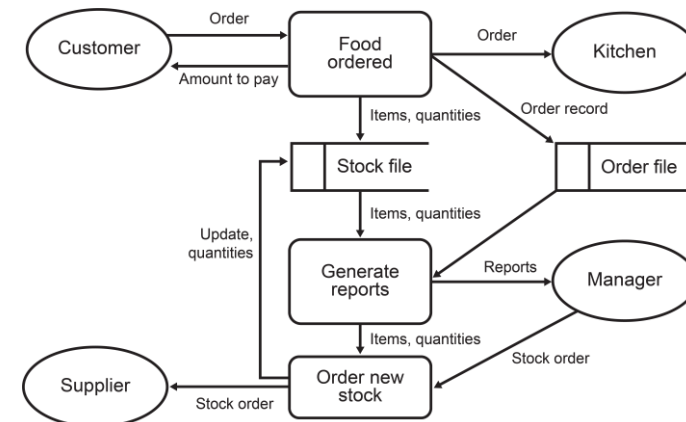
Data flow diagrams

- A **data flow diagram** shows:
 - Who or where the input data comes from
 - How data flows around the system
 - How the data is processed
 - What data is stored
 - Who or where data from the system is output to

- Standard symbols are used in data flow diagrams:

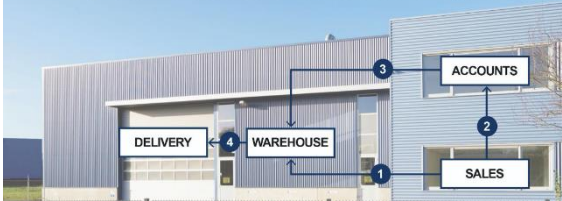


Food ordering system



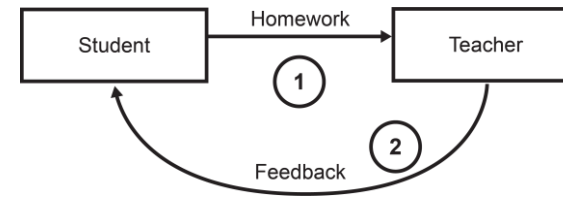
Information flow diagrams (IFD)

- IFDs show how information flows through a system or organisation including:
 - People / users of the system
 - How information flows between organisations and also how information flows between different areas of an organisation

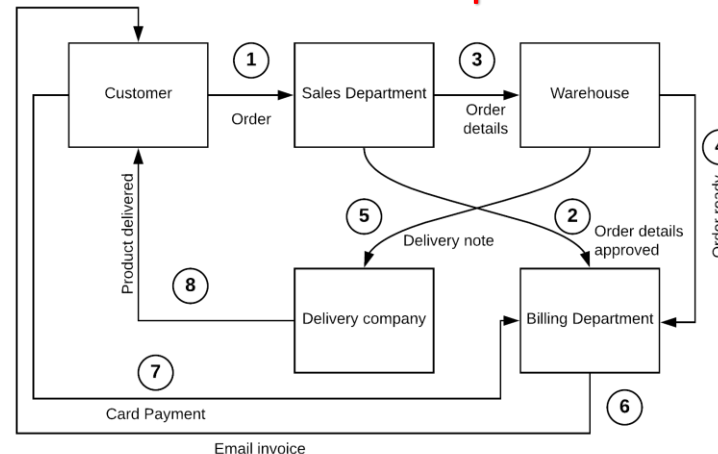


How to create information flow diagrams

- Use squares for key parts of the system such as people or departments
- Use arrows to show how the information flows around the system
 - Remember to label the arrow with what information is being transferred



Example of a IFD Furniture shop



Presenting information

- Information may be presented in a number of different ways, for example:
 - Written descriptions
 - Tables
 - Charts
 - Diagrams
 - Storyboards
 - Infographics
 - Dashboards



Homework Links

Access to all tasks and quizzes can be found here:

<https://www.knowitallninja.com/courses/effective-digital-working-practices/>

Homework 1 and 2:

Responsible use – complete 1 task

Legal and ethical – Complete 2 tasks

Homework 3 and 4: Legal and ethical – Complete 2 tasks

Forms of notation – Complete 1 task.

Homework 5:

Forms of notation – Complete 2 tasks.

Key Vocabulary

Data flow diagram

Information flow Diagram

Flowchart

System diagram

Variable

Range, minimum, maximum,

What is an exam brief?

What elements make up a magazine page?

What are some of the current trends in Magazine Publishing?

What are Mainstream, niche and alternative media products?

What are the key magazine terms?

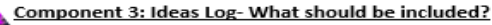
What is Primary research?

What is secondary research?

What do you need to include in an ideas log?

How do you develop your ideas from an ideas log to a design?

How can you develop your designs into a final product?



- Discuss what the brief is asking you to do
 - Give your initial ideas
 - Discuss current trends and how you intend to keep up with them
 - Talk about the demographic and psychographic profile of your target audience and why you will focus on them
 - Discuss the research you have done and how this has influenced your ideas
 - Explain your first idea and why it would be effective
(reference your research)
 - Explain your second idea and why it would be effective
(reference your research)
 - Say which idea you are going with and why
 - Discuss the elements of your first page (front cover) and why you have chosen them (primary or secondary image?)
- Thirds, masthead, main image, main cover line, other cover lines, price, banners, flashes)
- Discuss the elements of your second page and why you have chosen them (primary or secondary image?)
(Title, intros, layout, images, design features, pull quotes)
 - Link back to the key requirements from the brief and say how you will meet these with your idea.



BIG QUESTIONS

- 1) Qu'est-ce qu'il/elle fait comme travail?

What does he/she do as a job?

- 2) Quelle est ta passion?

What is your passion?

- 3) FUTURE: Qu'est-ce que tu voudrais faire?

What would you like to do?

- 4) FUTURE: Aimerais-tu faire un métier...?

Would you like a ... job?

- 5) Quelles sont tes qualités personnelles?

What are your personal qualities?

- 6) FUTURE: Qu'est-ce que tu voudrais faire à l'avenir?

What would you like to do in the future?

- 7) Quels sont tes rêves?

What are your dreams?

- 8) FUTURE: Que feras-tu si...?

What will you do if...?

Lieux de travail

Je travaille/Il/Elle travaille ...
dans un bureau
dans un commissariat de police
dans un collège
dans un garage
dans un hôpital
dans un magasin

Workplaces

I work/He/She works ...
in an office
in a police station
in a secondary school
in a garage
in a hospital
in a shop

dans un restaurant
dans un salon de coiffure
dans une boulangerie
dans une école primaire
dans une ferme
à bord d'un avion

in a restaurant
in a hair salon
in a bakery
in a primary school
on a farm
on a plane

Les passions

Ma passion, c'est ...
la cuisine/la mode

Passions

My passion is ...
cooking/fashion

le sport/le théâtre
les ordinateurs/les voitures

sport/theatre/drama
computers/cars

J'aimerais ...

Je voudrais/J'aimerais travailler ...
dans un bureau
dans un magasin
en plein air
avec des enfants
avec des animaux
avec des ordinateurs

I would like to ...

I would like to work ...
in an office
in a shop
outside
with children
with animals
with computers

seul(e)
en équipe
à l'étranger
Je voudrais faire un métier ...
créatif
manuel
à responsabilité

alone/on my own
in a team
abroad
I would like to do a ... job
creative
manual
responsible

Tu voudrais travailler dans quel secteur et pourquoi?

Je voudrais travailler dans ...
le sport et les loisirs
le commerce
la médecine et la santé
l'audiovisuel et les médias
l'informatique et les télécommunications
l'hôtellerie et la restauration

What area would you like to work in and why?

I would like to work in ...
sport and leisure
business
medicine and health
audiovisual and media
IT and telecommunications
the hotel and catering industry

(bien) organisé(e)
actif/-ve
créatif/-ve
ambitieux/-euse
sérieux/-euse
travailleur/-euse
sociable
timide

(well) organised
active
creative
ambitious
serious
hard-working
sociable
shy

Je suis ...

indépendant(e)
intelligent(e)
motivé(e)

I am ...

independent
intelligent
motivated

J'aime ...
le contact avec les gens
travailler en équipe
J'aimerais avoir un métier bien payé.

I like ...
(having) contact with people
working in a team
I would like to have a well-

Mes projets d'avenir

Je veux/J'espère/Je voudrais ...
passer mes examens
réussir mes examens
prendre une année sabbatique
voyager/visiter d'autres pays
faire un apprentissage/devenir apprenti(e)
aller à l'université/continuer mes études à la fac(ulté)

My plans for the future

I want/I hope/I would like ...
to take my exams
to pass my exams
to take a gap year
to travel/visit other countries
to do an apprenticeship/ become an apprentice
to go to university/continue my studies at university

faire du bénévolat/du travail
bénévole
me marier ou me pacser
avoir des enfants
habiter/m'installer avec mon copain/ma copine

to do voluntary work
to get married or enter into a civil partnership
to have children
to live/move in with my boyfriend/girlfriend

Talking about jobs

When saying what job someone does, you don't use *un* or *une*:

Je suis journaliste.
I am a journalist.
Ma mère est comptable.
My mother is an accountant.

The words for jobs often change according to gender. The most common patterns are:

masculine	feminine	(English)
électricien	électricienne	(electrician)
coiffeur	coiffeuse	(hairdresser)
acteur	actrice	(actor/actress)
boulangier	boulangère	(baker)
patron	patronne	(boss)

Jobs that end in -e don't change, e.g. *dentiste* (dentist), *secrétaire* (secretary).

The following jobs are also the same in both genders: *agent de police* (policeman/-woman), *médecin* (doctor), *professeur* (teacher), *soldat* (soldier).

ingénieur/-eure *engineer*
programmeur/-euse *programmer*
créateur/-trice de jeux vidéo *video game designer*

Il/Elle travaille dans ...	un bureau/un hôpital/un magasin/ une ferme (etc.).
Il/Elle est ... Il/Elle travaille comme ...	secrétaire/infirmier/infirmière (etc.).
Ma passion, c'est ...	le sport/le théâtre/la mode/ la cuisine/la musique/ les ordinateurs/les voitures (etc.).
Je veux être ... Je veux travailler comme ...	journaliste (sportif)/acteur/actrice/ chef de cuisine (etc.).

Je crois que Je pense que	je voudrais j'aimerais	travailler dans (le commerce/ le sport et les loisirs, etc.).
Le secteur qui m'intéresse, c'est		le commerce/la médecine et la santé (etc.).
Je suis	assez plutôt très un peu	actif/-ive. ambitieux/-euse. bien organisé(e). créatif/-ive. indépendant(e). motivé(e). sérieux/-euse. sociable. timide. travailleur/-euse.
Je voudrais J'aimerais		avoir un métier bien payé. faire un métier à responsabilité (etc.). travailler en plein air (etc.).
J'aime le contact avec les gens.		

The conditional

Use the conditional of *aimer* (**j'aimerais**) or *vouloir* (**je voudrais**) + the infinitive of another verb to say what you would like to do.

J'aimerais faire un métier créatif.

I would like to do a creative job.

Je voudrais travailler à l'étranger.

I would like to work abroad.

To say what you would not like to do, put *ne ... pas* around *aimerais* or *voudrais*.

Je n'aimerais pas travailler dans un bureau.

I would not like to work in an office.

Je ne voudrais pas faire un métier manuel.

I would not like to do a manual job.

The relative pronoun qui

Qui means 'who', 'which' or 'that' when 'who', 'which' or 'that' is the subject of the sentence.

Le secteur qui m'intéresse, c'est le commerce.

The area **that interests** me is business.

Language tips

devenir *to become*

le métier *job*

j'espère *I hope*

une année sabbatique *a gap year*

passer un examen *to take an exam*

réussir un examen *to pass an exam*

si mes rêves se réalisent

if my dreams come true

Use sequencers to describe future plans:

d'abord first of all
ensuite/puis then
après afterwards
un jour one day

In exam-style tasks, you often have to listen or look for synonyms – two words or phrases which mean the same thing (e.g. *université* and *faculté*).

The simple future

To describe future plans, you can use either the near future tense (*je vais* + infinitive), or the simple future tense to say 'will ...' or 'shall ...'.

Je passerai mes examens puis j'irai à la fac.

I will take my exams, then I will go to uni.

To form the simple future tense of regular verbs, add the following endings to the infinitive 'stem':

je passerai *nous passerons*

tu passeras *vous passerez*

il/elle/on passera *ils/elles passeront*

The following important verbs are irregular. Learn to recognise them!

aller → *j'irai* (I will go)

avoir → *j'aurai* (I will have)

être → *je serai* (I will be)

faire → *je ferai* (I will do/make)

To form the simple future tense of regular verbs, add the following endings to the infinitive 'stem':

je passerai *nous passerons*

tu passeras *vous passerez*

il/elle/on passera *ils/elles passeront*

The following important verbs are irregular. Learn to recognise them!

aller → *j'irai* (I will go)

avoir → *j'aurai* (I will have)

être → *je serai* (I will be)

faire → *je ferai* (I will do/make)

To really impress, try using one of the following, followed by the **future tense**:

Si je réussis mes examens, ... *If I pass my exams ...*

Si mes rêves se réalisent, ... *If my dreams come true ...*

Homework Links

Most of your homework in MFL will require you to revise vocabulary and grammar to effectively understand and produce high quality language.

Skills

Aiming to add the following skills to your language will help you hugely with this topic and the exams:

- How to say what job someone does
- Job nouns
- The conditional
- The relative pronoun *qui*
- Listening for synonyms
- Using sequencers
- The future tense

Writing

Below is an example of the kind of points you will need to address in written tasks for this topic:

- Pourquoi vous voulez travailler dans un café
- Vos points forts.
- Vos projets pour l'avenir

Key Vocabulary

Please note: The pupils cover an enormous range of vocabulary in MFL. Every word is a key word.



This term: **Module 7 – Studio Edexcel GCSE French (foundation)**
lesson to prepare!

<https://www.memrise.com/course/1586812/studio-gcse-foundation-module-7/>

Use Memrise the day before your

BIG QUESTIONS

- Tu parles quelles langues?**
Which languages do you speak?
- Pourquoi apprendre une nouvelle langue?**
Why learn another language?
- Tu as un petit boulot?**
Do you have a part-time job?
- Pourquoi veux-tu ce poste?**
Why do you want this job?
- Quels sont tes qualités personnelles?**
What are your qualities?
- PAST: Tu as fait un stage?**
Have you done work experience?
- PAST: Que faisais-tu au stage?**
What did you do during work experience?
- FUTURE: Qu'est-ce que tu aimerais faire comme travail à l'avenir?**
What would you like to do for work in the future?

Tu parles quelles langues?

Je parle couramment ...
Je parle assez/très bien ...
Je parle un peu ...
Je parle seulement ...
Je parle mal ...
... est ma langue maternelle.

Which languages do you speak?

I speak ... fluently.
I speak ... quite/very well.
I speak a little ...
I only speak ...
I speak ... badly.
... is my native language/
mother tongue.

J'apprends (actuellement) ...
l'allemand/l'anglais
l'arabe/l'espagnol
le français/le gujarati
le hindi/l'italien
le japonais/le mandarin
le polonais/le portugais
le roumain/le russe
l'ourdou

I am (currently) learning ...
German/English
Arabic/Spanish
French/Gujarati
Hindi/Italian
Japanese/Mandarin
Polish/Portuguese
Romanian/Russian
Urdu

Comment utilises-tu des langues étrangères?

J'utilise des langues étrangères ...
pour faire des réservations par téléphone
pour écrire des e-mails
pour parler avec des clients et des collègues à l'étranger
pour commander quelque chose à manger

How do you use foreign languages?

I use foreign languages ...
to make reservations on the phone
to write emails
to speak to customers and colleagues abroad
to order something to eat

pour demander mon chemin
pour communiquer avec des clients qui ne parlent pas le français
pour faire des annonces
pour donner des renseignements aux passagers
pour aider des touristes et répondre à leurs questions

to ask for directions
to communicate with customers who don't speak French
to make announcements
to give information to passengers
to help tourists and answer their questions

Gagner de l'argent

Tu as un petit boulot?
Que fais-tu pour gagner de l'argent?
J'aide à la maison.
Je passe l'aspirateur.
Je fais la vaisselle.
Je lave la voiture (de mon père).
Je tonds la pelouse (de mes grands-parents).
Je promène le chien.
J'ai un petit boulot.

Earning money

Do you have a part-time job?
What do you do to earn money?
I help at home.
I do the vacuuming.
I do the dishes.
I wash the car (my dad's car).
I mow the lawn (my grandparents' lawn).
I walk the dog.
I have a part-time job.

Je sers les clients.
Je remplis les rayons.
Je fais du baby-sitting (pour mes voisins).
Je livre des journaux.
Je gagne/Je reçois ...
Mon père/Ma mère me donne ...
Mes parents me donnent ...
quinze euros/dix livres ...
... par heure/jour/semaine/mois

I serve customers.
I fill the shelves.
I babysit (for my neighbours).
I deliver newspapers.
I earn/I receive/get ...
My father/mother gives me ...
My parents give me ...
fifteen euros/ten pounds ...
... per hour/day/week/month

Postuler à un emploi

une annonce
on recherche ...
responsabilités
qualifications
compétences

Applying for a job

an advert
we are looking for ...
responsibilities
qualifications
skills

expérience
atouts
remplir un CV
écrire une lettre de motivation
faire une vidéo

experience
strengths
to fill in a CV
to write a covering letter
to make a video

Mon stage

J'ai fait un stage ...
dans un bureau
dans un garage
dans un hôtel
dans un magasin de mode
dans un salon de coiffure
dans une banque
J'ai servi les clients.
J'ai rangé les vêtements.
J'ai aidé les mécaniciens.

My work experience

I did work experience ...
in an office
in a garage
in a hotel
in a clothes shop
in a hairdressing salon
in a bank
I served customers.
I tidied the clothes.
I helped the mechanics.

J'ai appris à changer des pneus.
J'ai tapé des documents.
J'ai fait des photocopies.
J'ai lavé les cheveux des clients.
J'ai fait du café.
J'ai passé l'aspirateur.
J'ai répondu au téléphone.
J'ai pris des réservations.
J'ai envoyé des e-mails.

I learned to change tyres.
I typed documents.
I made photocopies.
I washed customers' hair.
I made coffee.
I did the vacuuming.
I answered the phone.
I took bookings.
I sent emails.

C'était une bonne expérience?

C'était ...
amusant/bien
génial/intéressant
passionnant
une bonne expérience
difficile/ennuyeux
fatigant/monotone
(complètement) nul

Was it a good experience?

It was ...
fun/good
great/interesting
exciting
a good experience
difficult/boring
tiring/monotonous
(completely) rubbish

une mauvaise expérience
Mon patron/Ma patronne était ...
gentil(le)/trop sévère.
Mes collègues (n')étaient (pas)
(très) sympa.
J'ai beaucoup appris.
Je n'ai rien appris.

a bad experience
My boss was ...
kind/too strict.
My colleagues were (not) (very)
nice.
I learned a lot.
I didn't learn anything.

Les mots essentiels

si
bien
mal
vraiment
plutôt

High-frequency words

if
well
badly
really
quite/rather

seulement
déjà
à part
Je n'aime pas ... et je n'aime
pas ... non plus.

only
already
apart from
I don't like ... and I don't like ...
either.

Adverbs

You use adverbs to say how you do something. In French, adverbs usually end in -amment or -ement:

actuellement (currently) **couramment** (fluently) **seulement** (only)

The following adverbs are irregular: *bien* (well), *mal* (badly).

NB In French, adverbs usually go straight after the verb:

Je parle bien l'allemand. (I speak German well.)

Verbs followed by à or de

Some verbs are followed by *à* or *de* before the infinitive.

apprendre à ... (to learn to ...)

commencer à ... (to start to ...)

décider de ... (to decide to ...)

essayer de ... (to try to ...)

Culture!

Point culture

In France, 14–16 year-olds are allowed to do a part-time job only during the school holidays but they can do casual work, like babysitting, outside the holidays. From the age of 16, you can get a BAFA qualification to work with young children in a holiday club.

Language tips

👉 Add 'colour' to opinions and reasons by using qualifiers such as *un peu* and *complètement*, or less common adjectives like *monotone*. It will also sound impressive if you use *j'ai beaucoup appris* or *je n'ai rien appris*.

Combining three tenses

- the **present tense** to refer to how things are now (e.g. your personality, languages you speak)
- the **perfect tense** to refer to past experiences (e.g. jobs you have done)
- the **conditional** to say what you would like to do (e.g. work with children).

Perfect vs. Imperfect

You use the **perfect tense** to say what you did:

J'ai rangé le magasin. **I tidied** the shop.

J'ai servi les clients. **I served** customers.

J'ai fait du thé. **I made** tea.

You use the **imperfect tense** to say what something or someone was like:

C'était intéressant. Mes collègues **étaient** sympa.

It was interesting. My colleagues **were** nice.

😊	😞
C'était ... amusant. bien. génial. intéressant. passionnant. une bonne expérience.	C'était ... difficile. ennuyeux. fatigant. monotone. (complètement) nul. une mauvaise expérience.
Mon patron/Ma patronne était gentil(le).	Mon patron/Ma patronne était trop sévère.
Mes collègues étaient sympa.	Mes collègues n'étaient pas très sympa.
J'ai beaucoup appris.	Je n'ai rien appris.

Homework Links

Most of your homework in MFL will require you to revise vocabulary and grammar to effectively understand and produce high quality language.

Skills

Aiming to add the following skills to your language will help you hugely with this topic and the exams:

- Adverbs
- Using *pour* + infinitive
- Using different tenses
- The perfect tense
- Imperfect tense
- Qualifiers
- Verbs followed by *à* or *de*

Writing

Below is an example of the kind of points you will need to address in written tasks for this topic:

- Le petit boulot que vous faites maintenant
- Les avantages de travailler à l'étranger
- Un petit boulot que vous avez déjà fait

Key Vocabulary

Please note: The pupils cover an enormous range of vocabulary in MFL. Every word is a key word.



This term: **Module 7 – Studio Edexcel GCSE French (foundation)**
lesson to prepare!

Use Memrise the day before your

<https://www.memrise.com/course/1586812/studio-gcse-foundation-module-7/>

BIG QUESTIONS

1) ¿En qué trabajas?

What do you do (as a job)?

2) FUTURE: ¿Qué te gustaría hacer?

What would you like to do?

3) ¿Qué haces para ganar dinero?

What do you do to earn money?

4) ¿Tienes un trabajo a tiempo parcial?

Do you have a part time job?

5) ¿Te gusta tu trabajo?

Do you like your job?

6) PAST: ¿Hiciste prácticas laborales?

Have you done any work experience?

7) PAST: ¿Te gustó?

Did you like it?

8) ¿Vale la pena hacer prácticas laborales?

Is work experience worthwhile?

¿En qué trabajas?

Trabajo en...

un hotel / un instituto
un taller / una oficina
una tienda / una peluquería

Ayudo a los pasajeros /
los clientes.

Corto el pelo a los clientes.

Cuido los jardines / a los pacientes.

Enseño a los niños.

Hago entrevistas.

Preparo platos distintos.

Reparo coches.

Sirvo comida y bebida.

Vendo ropa.

What is your job?

I work in...

a hotel / a school
a garage / an office
a shop / a hair salon

I help the passengers /
the customers.

I cut customers' hair.

I look after the gardens / the
patients.

I teach (the) children.

I do interviews.

I prepare different dishes.

I repair cars.

I serve food and drink.

I sell clothes.

Es aburrido / interesante / fácil /
difícil / importante / repetitivo /
variado.

Es un trabajo para
personas sociables.

Es un trabajo...

artístico / manual /
variado

con un buen sueldo

con responsabilidad

No sé / Tal vez.

It's boring / interesting / easy /
difficult / important / repetitive /
varied.

It's a job for
sociable people.

It's a... job

artistic / manual /
varied

with a good salary

with responsibility

I don't know / Perhaps.

¿Qué haces para ganar dinero?

¿Tienes un trabajo a tiempo parcial?

Reparto periódicos.

Hago de canguro.

Trabajo de cajero/a.

Ayudo en casa.

Cocino.

Lavo el coche / los platos.

Paseo al perro.

Paso la aspiradora.

Plancha la ropa.

Pongo y quito la mesa.

Lo hago...

What do you do to earn money?

Do you have a part-time job?

I deliver newspapers.

I babysit.

I work as a cashier.

I help at home.

I cook.

I wash the car / the dishes.

I walk the dog.

I do the vacuuming.

I iron the clothes.

I lay and clear the table.

I do it...

antes / después del insti

cuando necesito dinero

los sábados

todos los días

una vez / dos veces a la semana

Gano... euros / libras a la hora /

a la semana.

No gano nada.

Tengo que lavar los platos.

Suelo trabajar los lunes.

(No) me gusta mi jefe/a.

Mis compañeros son amables.

El horario es flexible.

before / after school

when I need money

on Saturdays

every day

once / twice a week

I earn... euros / pounds an hour /

a week.

I don't earn anything.

I have to wash the dishes.

I tend to work on Mondays.

I (don't) like my boss.

My colleagues are nice.

The hours are flexible.

Mis prácticas laborales

Hice mis prácticas laborales en...

un polideportivo

una agencia de viajes

una granja

una escuela

una fábrica

una tienda benéfica

la empresa de mi madre

Arreglé los estantes / los folletos.

Atendí a los clientes.

Ayudé en las clases de

educación física.

Contesté el teléfono.

Di clases de natación.

Escribí cartas.

Hice reservas.

Mandé correos electrónicos.

Pinté y leí libros.

Saqué fotocopias.

Work experience

I did my work experience in...

a sports centre

a travel agency

a farm

a school

a factory

a charity shop

my mum's company

I tidied the shelves / the brochures.

I served the customers.

I helped in PE classes.

I answered the phone.

I gave swimming lessons.

I wrote letters.

I made reservations.

I sent emails.

I painted and read books.

I did photocopying.

Trabajé en el gimnasio.

Vendí ropa.

Me encantó.

Me gustó (mucho).

No me gustó (nada).

Fue...

divertido / interesante / útil

una experiencia positiva

aburrido / duro / repetitivo

una pérdida de tiempo

Aprendí mucho.

No aprendí nada.

Mi jefe / jefa era...

Mis compañeros eran...

Los clientes eran...

alegre(s)

severo/a(s)

agradable(s) / desagradable(s)

educado/a(s) / maleducado/a(s)

El banco era moderno / antiguo.

I worked in the gym.

I sold clothes.

I loved it.

I (really) liked it.

I didn't like it (at all).

It was...

fun / interesting / useful

a positive experience

boring / hard work / repetitive

a waste of time

I learned a lot.

I didn't learn anything.

My boss was...

My colleagues were...

The customers were...

cheerful

strict

pleasant / unpleasant

polite / rude

The bank was modern / old.

Agreement

Some nouns have different masculine and feminine forms.

camarero → camarera
diseñador → diseñadora

Those ending in **-e** or **-ista** don't usually change.

cantante → cantante
repcionista → recepcionista

Remember to make adjectives agree:

Me gusta **mi trabajo** porque **es variado**.

Mi jefe es paciente y **mis compañeros son sociables**.

Try to include **suelo** and **tengo que** + infinitive.

Verbs followed by the infinitive

Remember, you use **suelo** + **infinitive** to talk about what you *tend* to do.

Suelo trabajar los lunes. I **tend to work** on Mondays.

You use **tengo que** + **infinitive** to say what you *have* to do.

Tengo que lavar los platos. I **have to wash** the dishes.

Ignoring the article

When saying what job someone does, you don't use the indefinite article ('a').

Soy **periodista**. I am **a** journalist.

Mi padre es **cocinero**. My dad is **a** chef.

Homonyms

Some words have more than one meaning. Look at the context and decide whether the word is a noun, verb, etc. For example:

Trabajo en una tienda. I **work** in a shop.

Es **un trabajo** genial. It's **a** great **job**.

Trabaja en **la cocina**. He/She works in **the kitchen**.

Cocina en casa. He/She **cooks** at home.

Language tips

(no) **vale la pena** it's (not) worth it
ordeñar las vacas to milk the cows
(des) **agradable** (un) **pleasant**

Extending your answers

Use your imagination to extend your answers.

- Give extra details about where you worked: *Trabajé en un banco **en el centro de la ciudad**.*
- Use time phrases to say what you did: *El primer día... La segunda semana...*
- Give both positive and negative opinions: *Por un lado, me gustó porque..., pero por otro lado, ...*

Preterite

Use the **preterite** for completed actions and opinions in the past.

Aprendí mucho.

I **learned** a lot.

Me gustó porque **fue** divertido. I **liked** it because **it was** fun.

Use the **imperfect** to describe what something was like.

La granja **era** enorme.

The farm **was** enormous.

Los clientes **eran** agradables. The customers **were** pleasant.

Writing Structures

Me encantó / Me gustó (mucho)		No me gustó (nada)	
Aprendí mucho		No aprendí nada	
Fue	divertido / interesante / útil una experiencia positiva	Fue	aburrido / duro / repetitivo una pérdida de tiempo

Es un trabajo	artístico manual variado con un buen sueldo con mucha responsabilidad para personas sociables	El banco / La tienda La empresa / La fábrica	era	moderno/a antiguo/a grande pequeño/a
Mi jefe/a			era	alegre(s) severo/a(s) (des)agradable(s) (mal)educado/a(s)
Mis compañeros Los clientes			eran	

¿Cuándo lo haces? / ¿Cuándo trabajas?	
Lo hago	los (sábados)
Trabajo	todos los días los fines de semana antes / después del insti cuando necesito dinero una vez / dos veces a la semana
¿Cuánto ganas?	
Gano...euros / libras (a la hora / a la semana)	
¡No gano nada!	

Trabajo en	un hotel / un instituto / un taller / un restaurante / una oficina / una peluquería / una tienda
Ayudo a los	pasajeros / clientes
cuido	los jardines / a los pacientes / a los animales
enseño a los niños	hago entrevistas
preparo platos distintos	vendo ropa
sirvo comida y bebida	reparo coches
corto el pelo a los clientes	
Es	aburrido / interesante / fácil / difícil importante / repetitivo / variado

Homework Links

Most of your homework in MFL will require you to revise vocabulary and grammar to effectively understand and produce high quality language.

Skills

Aiming to add the following skills to your language will help you hugely with this topic and the exams:

- Agreement of nouns
- Missing articles
- Verbs followed by the infinitive
- Homonyms
- Preterite and imperfect tense
- Extending answers

Writing

Below is an example of the kind of points you will need to address in written tasks for this topic:

- Qué hace
- Cómo es el trabajo
- Un aspecto negativo
- Cómo suele ganar dinero

Key Vocabulary

Please note: The pupils cover an enormous range of vocabulary in MFL. Every word is a key word.

BIG QUESTIONS

1. ¿Qué idiomas hablas?
What languages do you speak?
2. ¿Por qué es importante aprender idiomas?
Why is it important to learn languages?
3. ¿Qué deseas?
What would you like?
4. ¿Qué tipo de trabajo prefieres?
What type of job do you prefer?
5. ¿Por qué quiere trabajar aquí?
Why would you like to work here?
6. PAST: ¿Qué experiencia tienes?
What experience do you have?
7. FUTURE: ¿Qué planes tienes para el futuro?
What plans do you have for the future?
8. FUTURE: ¿Qué planes tienes para el futuro, si...?
What plans do you have for the future, if...?

¿Por qué aprender idiomas?

Hablo (un poco de) alemán /
árabe / español / francés /
inglés / italiano / mandarín /
polaco / ruso / urdu
(No) domino el inglés.
Estudio francés desde hace... años.

Why learn languages?

I speak (a bit of) German /
Arabic / Spanish / French /
English / Italian / Mandarin /
Polish / Russian / Urdu
I (don't) speak English fluently.
I've been studying French for... years.

Aprender un idioma te permite...
descubrir nuevas culturas.
encontrar un buen trabajo.
hacer nuevos amigos.
trabajar o estudiar en el
extranjero.
viajar a otros países.

Learning a language allows you to...
discover new cultures.
find a good job.
make new friends.
work or study abroad.
travel to other countries.

¿Cómo vas a viajar?

Voy a viajar en autobús / autocar /
avión / tren.
Lo bueno / malo / es que...
Lo mejor / peor es que...
es barato / cómodo / rápido.
hay poco tráfico en las
autopistas.

How are you going to travel?

I am going to travel by bus /
coach / plane / train.
The good / bad thing is that...
The best / worst thing is that...
it's cheap / comfortable / quick.
there isn't much traffic on the
motorways.

Puedes...
ver películas mientras viajas.
dejar tu maleta en la consigna.

Lo peor es esperar en
la parada de autobús.

You can...
watch films whilst you travel.
leave your suitcase in the
left-luggage office.
The worst thing is waiting at
the bus stop.

Viajando en tren

Quisiera un billete de ida a...
Quisiera un billete de ida y
vuelta a...
¿De qué andén sale?
¿A qué hora sale / llega?

Travelling by train

I would like a single ticket to...
I would like a return ticket to...

From which platform does it leave?
What time does it leave / arrive?

¿Es directo o hay que cambiar?
el tren con destino a...
sale de la vía / del andén dos.
el tren AVE
la taquilla

Is it direct or do I have to change?
the train to...
leaves from platform two.
high-speed train
the ticket office

Solicitando un trabajo

Muy señor mío
Le escribo para solicitar el
puesto de...
Le adjunto mi currículum vitae.
Le agradezco su amable atención.
Atentamente
He ayudado (en una escuela).
He estudiado (dos idiomas).

Applying for a job

Dear Sir
I'm writing to apply for the
post of...
I'm enclosing my CV.
Thank you for your kind attention.
Yours sincerely / faithfully
I've helped (in a school).
I've studied (two languages).

He hecho prácticas
(en una oficina).
He servido comida y bebida.
He trabajado (en equipo).
Me interesa este trabajo
porque...
tengo buen sentido del humor.
me encanta trabajar con...

I've done work experience
(in an office).
I've served food and drink.
I've worked (in a team).
I'm interested in this job because...

I have a good sense of humour.
I love working with...

Un año sabático

Me tomaré un año sabático.
Ayudaré a construir un colegio.
Haré un viaje en Interrail
por Europa.

A gap year

I will take a gap year.
I will help to build a school.
I will go Interrailing around
Europe.

Mejoraré mi nivel de inglés.
Pasaré un año en Latinoamérica.
Trabajaré en un proyecto
medioambiental.
Viajaré por el mundo.

I will improve my level of English.
I will spend a year in Latin America.
I will work on an environmental
project.
I will travel around the world.

El futuro	The future	algo especial / un gran problema.	something special / a big problem.
Espero...	I hope to...	Me gusta ayudar a otras personas.	I like helping other people.
Me gustaría...	I would like to...	Me encantan los niños.	I love children.
Quiero...	I want to...	Si...	If...
Voy a...	I am going to...	saco buenas notas	I get good grades
aprender a conducir	learn to drive	tengo dinero	I have money
aprobar mis exámenes	pass my exams	tengo éxito	I'm successful
buscar un trabajo	look for a job	tengo suerte	I'm lucky
casarme	get married	trabajo mucho	I work a lot
tener hijos	have children	me caso	I get married
trabajar como voluntario/a	work as a volunteer	encontraré un trabajo como...	I will find a job as...
El matrimonio...	Marriage...	compartiré piso con...	I will share a flat with...
El paro...	Unemployment...	compraré un coche	I will buy a car
La familia...	Family...	haré el bachillerato	I will do A Levels
La independencia...	Independence...	iré a la universidad	I will go to university
Sacar buenas notas...	Getting good grades...	seré rico/a y famoso/a	I will be rich and famous
es esencial / importante / preocupante /	is essential / important / worrying /	tendré hijos	I will have children

Language tips

Just like in English, you have to follow special conventions when writing a formal letter. Can you spot these phrases in Spanish?

Dear Sir
I'm enclosing my CV
Thank you for your kind attention
Yours sincerely

Remember to use the **usted** (formal singular) form of the verb.

Remember to use **desde hace** with the present tense to say **how long** you have been doing something.

Lo + adjectives

Lo + adjective means **the... thing**.

Lo bueno / malo	The good / bad thing
Lo mejor / peor	The best / worst thing
Lo más importante	The most important thing

Future plans

You can express future plans with a variety of verbs followed by the **infinitive**:

quiero	I want to
espero	I hope to
voy a	I am going to
me gustaría	I would like to
Espero casarme .	I hope to get married .

Another way of referring to future plans is to use the **future tense**:

Compraré un coche.	I will buy a car.
Haré un curso de...	I will do a course in...

Look back at page 94 to remind yourself how to form the future tense.

You can use **'if' clauses** to describe future plans which depend on something else.

Si + present, + future	
Si me caso, tendré hijos.	If I get married, I'll have children.

Perfect tense

Remember, to talk about what you have done you use the **perfect tense**.

To form it, use the present tense of **haber** + **past participle** (-ar verbs → **-ado**, -er / -ir verbs → **-ido**).

He trabajado en una tienda. I have worked in a shop.

Some past participles are irregular.

hacer → hecho	ver → visto
escribir → escrito	poner → puesto

Homework Links

Most of your homework in MFL will require you to revise vocabulary and grammar to effectively understand and produce high quality language.

Skills

Aiming to add the following skills to your language will help you hugely with this topic and the exams:

- Using *lo* + adjective
- Using *desde hace*
- Using the 24-hour clock
- The perfect tense
- Writing a formal letter
- The future tense
- Using *si* clauses

Writing

Below is an example of the kind of points you will need to address in written tasks for this topic:

- Qué hace
- Cómo es el trabajo
- Un aspecto negativo
- Un idioma que va a hablar
- Lo que haría durante el año en Latinoamérica
- Por qué es tan importante estudiar otro idioma

Key Vocabulary

Please note: The pupils cover an enormous range of vocabulary in MFL. Every word is a key word.

BIG QUESTIONS

To Investigate individual needs and wants

- ✓ What are the risks of outside play for young children
- ✓ How can play be adapted to support children's individual needs
- ✓ How can we adapt play to promote inclusive learning



B Create safe environments to support play, learning and development in children aged 0-5 years

B3 Health and safety considerations for outside environments

- Appropriate clothing.
- Planning ahead - for clothing changes, hunger, thirst, toileting needs.
- Accessibility - how children may enter and exit buildings and outside spaces, i.e. the introduction of ramps, smooth play surfaces.
- Choice of outdoor play resources, taking into consideration age and stage of development.
- Choosing quiet or noisy play spaces:
 - o use of signs, symbols and maps as visual aids
 - o use of equipment at different levels.

C Adapt play to promote inclusive learning and development

Learners will know how to adapt activities for children with individual circumstances to promote their learning and development.

Learners will understand how to adapt the following activities:

- physical activities
- creative activities
- imaginative play activities
- literacy - reading
- mathematics - counting.

For each of the following age groups:

- 0-18 months 18 months-3 years 3-5 years

C1 The benefits of adapting activities for all children in play, learning and development

Recognition that every child has a right to learn - United Nations Convention on the Rights of the Child.

Promotes five areas of development for all children.

The role of the adult:

- promote inclusion - ensure all children can join in organised activities
- role-model desired behaviours when interacting with children who have additional needs give children a choice when planning and choosing activities
- respond positively to desired behaviours in children, using praise and rewards
- recognise when children are becoming bored, losing concentration, finding activities too difficult

Benefits to other children:

- they learn how to include others in their games and activities
- promotes positive behaviours - improves social skills; sharing of resources
- they become more responsive to the needs of others - communication methods, impact of behaviours such as sudden noises or movements

Homework-

1.2 A safety poster for an early years setting for indoor/outdoor environment

Homework Links

Research from the following websites-
✓ <https://www.thebalance.com/how-to-separate-wants-and-needs-453592>

✓ <https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/preparing-environment>

✓ <https://childcare.extension.org/crating-a-child-care-environment-that-supports-childrens-exploration/>

Key Terms LA-A/B

Adapting - make alterations to:

Need-require (something) because it is essential or very important rather than just desirable

Inclusion-the action or state of including or of being included within a group or structure:

Resources- a stock or supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively:

Safeguarding-protect from harm or damage with an appropriate measure:

Internet - global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardised communication protocols:

Learning Aim B:

Interpreting health indicators

Big Questions:

1. Why is health monitoring a useful tool in illness prevention?
2. How is lifestyle and physiological data used to predict risks to future health?
3. What is a person-centred approach to care?
4. What is the purpose of a health and wellbeing plan?
5. Why might an individual face obstacles to improving their health and wellbeing?
6. How can you ensure a health and wellbeing plan takes into account a person's needs, wishes and circumstances?

B1 Physiological indicators

You will interpret indicators that can be used to measure physiological health and interpreting data using published guidance.

Physiological indicators that are used to measure health:

- pulse (resting and recovery rate after exercise)
- blood pressure
- peak flow
- body mass index (BMI).

B2:Lifestyle indicators

You will interpret lifestyle data in relation to risks posed to physical health.

Interpretation of lifestyle data, specifically risks to physical health associated with:

- Smoking
- alcohol consumption
- inactive lifestyles

How you will be assessed:

The second part of your externally set assessment consists of one task, you will be provided with some lifestyle data and physiological data as well as some guidelines to help you interpret the data.

You will be asked to explain what the data suggests about the current physical health and risks to the future physical health of the individual featured in the case study.

Learning Aim C: Person-centred health and wellbeing improvement plans

C1 Health and wellbeing improvement plans

You will explore the features of health and wellbeing improvement plans and consider the importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances.

Information to be included in plan:

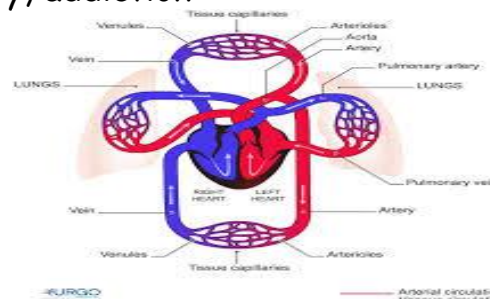
- o recommended actions to improve health and wellbeing
- o short-term (less than six months) and long-term targets
- o appropriate sources of support (formal and/or informal)

C2 Obstacles to implementing plans

You will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated.

Potential obstacles include:

- o emotional/psychological - lack of motivation, low self-esteem, acceptance of current state
- o time constraints - work and family commitments
- o availability of resources - financial, physical, e.g. equipment
- o unachievable targets - unachievable for the individual or unrealistic timescale
- o lack of support, e.g. from family and friends
- o other factors specific to individual - ability/disability, addiction
- o barriers to accessing identified services



Key Terms LB-C

Physiological - relates to how a person and their bodily parts function normally

Cardiovascular system - is the system that moves blood, nutrients and gases around our bodies. It is made up of the heart, blood and blood vessels, also known as the circulatory system

Arteries - are blood vessels that carry blood away from the heart

Potential significance - could develop into something important

Homework links:

<https://www.gov.uk/government/collections/national-child-measurement-programme>

<https://www.scie.org.uk/prevention/choice/person-centred-care>

BIG QUESTIONS

How can the study of other artists help you find your own direction in the development of ideas?

Describe the process of development in artists work.

Compare similarities and differences in artists work.

Explain why primary sources are the richest form of research.

How can Secondary sources enrich the development of ideas?

List different ways of recording your observations of the subject matter.

Why should you plan a wide range of ideas before selecting a final one?

How can the refining process help you to fully realise intentions?

Controlled Assessment The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.



Key Skills

RECORD

I will independently record...

- images and information appropriate to my chosen exam question
- using wet, dry and digital media
- examples of artists work appropriate to my chosen exam question
- information about artists, showing appreciation of how they use media and techniques to create meaningful work.

DEVELOP

I will independently develop...

- my observation skills using a range of media, techniques and processes.
- artwork and ideas from primary sources
- my knowledge and understanding of artist styles and techniques
- my drawing and planning skills
- ideas in response to a given theme, linking to artists work
- my higher order thinking skills

REFINE

I will independently...

- experiment making the most of media and techniques relevant to my intentions
- select ideas to adapt and improve e.g. adjustments to size, colour and composition.
- develop a piece of work from one media into another

EVALUATE

I will independently...

- analyse and reflect on the development of my own work, through annotation making connections to artists and suggesting ways I could improve.
- evaluate artists using analytical writing skills and forming opinions.

PRESENT OUTCOMES

I will independently...

prepare a plan for a final piece to be completed during the 10-hour exam.



Homework Links

Develop preparatory work at home for a minimum of 2 hours per week...

- Research of artists *including studies, info, evaluation*
- Research of images (*using mind map*)
- Collect primary sources
- Drawings
- Annotation
- Ideas



Key Vocabulary

*Research/Record/
Analyse/Experiment/
Develop/Design/
Technique/Process/Refine
Realise/Evaluate*

I will be expected to recall keywords learned in previous projects and use them in the appropriate context.

EVALUATING ARTISTS'/DESIGNERS' WORK

1. Describe the piece of art/design you are looking at
2. What is the name of the artist/designer or type of art/design?
3. What part of the world does the art/design come from?
4. Research and list 5 or more things about the artist/designer?
5. Describe the materials used to make the art/design
6. How has the artist/designer made the work?
7. What is being communicated through the art/design?
8. Which of these words best describes the mood of the picture/artefact?
EMOTIONAL/POWERFUL/HUMEROUS/USEFUL/SERIOUS/BUSY/SLOW/PEACEFUL/WARM/COLD/HAPPY/SAD/CALM/INTENSE/ SCARY can you think of any other words?
9. What do you like or dislike about the picture/artefact? Explain your reasons...

ANNOTATING YOUR OWN WORK

- In this piece of work I was trying to...
- The artist/designer that has influenced my work is...
- In my work I used the technique of...
- The source I have used is...
- The media I have used is...
- I like this piece because...
- My idea links to the brief because...
- I can improve this piece by...
- Next, I'm going to.....

Annotate means to explain your own creations

Artist evaluation is when you write about the artist

Project evaluation is written about the whole project at the end

END OF PROJECT EVALUATION

1. Describe each stage of the project from start to finish
2. What media/materials did you use to produce your work? E.g. Paint/Pencil/Clay etc.
3. Describe how you used different techniques in your project? E.g. painting/drawing/modelling with clay etc.
4. Which artist/designer/culture have you looked at?
5. Write down two or more similarities between your work and the artist/designers' work.
6. Which piece of your work best shows the Artist/Designers' style or the influence of another culture and why?
7. Describe some of your own ideas...
8. Have you used a primary or a secondary source?
9. Have you included the secondary source in your work? Where did you find it?
10. Imagine if your final piece was displayed in a public place.... Describe the effect looking at your work might have on people and society. E.g. relax them, make them feel sad, curious, happy, angry, thoughtful, surprised, confused, nostalgic etc. explain why e.g. because of your use of colour, images, content, arrangement? etc.
11. Explain any other influences on your work e.g. personalities (*including your own*), places, memories, objects, politics, events, activities, religion, fact, fiction etc.
12. Describe how your work links to the project brief?
13. Explain what you have done well...
14. Explain how you could improve...
15. What would you do differently, if you were to repeat any part of this project

Big Questions

PSHE

What is sexual harassment?

How can we establish clear boundaries?

What are coercive and controlling relationships?
How are they abusive?

How can we tell the difference between healthy and abusive relationships?




Where can I go for help/support/advice?

HOUSE COMPETITION:

Design a poster to promote your House and to encourage students to a) work towards achieving more house points and b) get involved with house activities, events and competitions. The best one for each house will be printed and put up on display around school and there will be a small prize and house points for the winners.

Define: Domestic Abuse

Domestic abuse is violence or other abuse by one person against another in a domestic setting, such as in marriage or cohabitation or between siblings.

	Relationships & RSE <ul style="list-style-type: none"> Consent, rape and sexual harassment Contraception Sexual boundaries Equality Act 2010 Coercive and controlling relationships Domestic Abuse Legal rights and responsibilities 		Wider Personal Development MOCK EXAMINATIONS INTERVENTION PROGRAMME Tutor Coaching Academic mentoring Subject specific intervention		Careers Kent Choices Applications Applying for Sixth Form, College or Apprenticeships Careers Interviews
---	--	--	---	---	--

Define: Sexual Consent The giving of permission by a person to engage in any form of sexual activity including penetrative and oral sex.
--

Define: Affirmative Consent Consent is only given when a person agrees verbally to engage in sexual activities including penetrative and oral sex.
--

Define: Coercion The action or practice of persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threats.

Define: A person who is a minor A person who is under the age of 18 and legally considered a child.

Consent is:
1 Freely given. It's not okay to pressure, trick, or threaten someone into saying yes.
2 Reversible. It's okay to say yes and then change your mind — at any time!
3 Informed. You can only consent to something if you have all the facts.
4 Enthusiastic. You should do stuff you WANT to do, not things people expect you to do. If someone doesn't seem enthusiastic stop and check in.
5 Specific. Saying yes to one thing (like going to the bedroom to make out) doesn't mean you're saying yes to other things (like having sex).

When can consent not be given?
1 When a person is drunk or high, to the point that they are unable to speak or look after themselves.
2 Asleep or Passed Out – if they are not conscious they are unable to agree to any sexual activity. If someone passes out whilst engaging in sexual activity – STOP!
3 They are Underage – Legally a person under the age of 16 cannot give consent to any sexual activity.
4 Mental disability or learning difficulties which mean they are unable to fully understand what they are consenting to.

Define: Contraception Methods that are used to prevent pregnancy from occurring during sexual activity.

Define: Hormonal Methods Contraceptive methods with use hormones to prevent pregnancy, usually used by Women only.
--

Define: Barrier Methods Contraceptive methods which prevent pregnancy by stopping the sperm from reaching the egg.
--

Define: Combination Methods Contraceptive methods which use both hormonal and barrier methods to prevent pregnancy.

Define: Natural Methods Contraceptive methods which do not use hormones or barriers, mostly focused on fertility awareness
--

Types of Abuse Physical Abuse: Hitting, slapping, shoving, grabbing, pinching, biting, hair pulling, etc. are types of physical abuse. This type of abuse also includes denying a partner medical care or forcing alcohol and/or drug use upon him or her.
--

Sexual Abuse: Coercing or attempting to coerce any sexual contact or behavior without consent. Sexual abuse includes, but is certainly not limited to, marital rape, attacks on sexual parts of the body, forcing sex after physical violence has occurred, or treating one in a sexually demeaning manner.

Emotional Abuse: Undermining an individual's sense of self-worth and/or self-esteem is abusive. This may include, but is not limited to: constant criticism, diminishing one's abilities, name-calling, or damaging one's relationship with his or her children.
--

Economic Abuse: Is defined as making or attempting to make an individual financially dependent by maintaining total control over financial resources, withholding one's access to money, or forbidding one's attendance at school or employment.
--

Psychological Abuse: Elements of psychological abuse include - but are not limited to - causing fear by intimidation; threatening physical harm to self, partner, children, or partner's family or friends; destruction of pets and property; and forcing isolation from family, friends, or school and/or work.
--


Where to get more help and support <ul style="list-style-type: none"> Your Doctor Community Nurse School Nurse NHS Online www.helathforteens.co.uk www.brook.co.uk
--

Things to Remember <ul style="list-style-type: none"> Contraception is a personal choice. You may need to try more than one to find what works best for you. You will need to consult your Doctor for most contraceptive methods.

Careers:

Careers Event – CXK Career Interviews

WHAT ARE BRITISH VALUES?



- *Democracy
- *The rule of law
- *Individual liberty
- *Mutual respect
- *Tolerance of those with different faiths and beliefs.

